DOCUMENT RESUME

ED 120 927 EA 008 071

AUTHOR King, Royce
TITLE Administrator's Guide for School District Self-Evaluation.
INSTITUTION Education Service Center Region 13, Austin, Tex.
PUB DATE 75
NOTE 120p.; A related document is EA 008 070

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage
DESCRIPTORS *Administrator Guides; *Data Collection; Educational Assessment; Educational Objectives; Elementary Secondary Education; *Evaluation Methods; Questionnaires; Records (Forms); *School Districts; School Systems; *Self Evaluation; Surveys
IDENTIFIERS *Texas

ABSTRACT

This guide was constructed to meet the need of superintendents for easily accessible information for more intelligent decision-making and for a process for gathering information necessitated by impending Texas Education Agency accreditation visits. It was designed to be functional, yet brief, and to be flexible so that it can be used by various superintendent-appointed groups. It includes guidelines and forms needed to gather information for a complete evaluation of a district. (Author/IRT)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

ED120927

ADMINISTRATOR'S GUIDE FOR SCHOOL DISTRICT SELF-EVALUATION

ROYCE KING

EDUCATION SERVICE CENTER, REGION XIII

EA 008 071

EDUCATION SERVICE CENTER, REGION XIII
AUSTIN, TEXAS
1975

TABLE OF CONTENTS

PREFACE i

ACKNOWLEDGEMENTS. ii

PHILOSOPHY. 1

DISTRICT HISTORY. 2

DISTRICT-WIDE GOAL-SETTING. 3

PRINCIPLE I 4

COMMUNITY INFORMATION. 4

INDIVIDUAL CAMPUS -- COMMUNITY INFORMATION 7

STUDENT DATA 8

PRINCIPLE II. 14

PRINCIPLE III 16

PRINCIPLE IV. 19

PRINCIPLE V 21

PRINCIPLE VI. 23

INSTRUCTIONAL PROGRAM DESCRIPTION. 27

ELEMENTARY GOALS AND OBJECTIVES. 29

SECONDARY GOALS AND OBJECTIVES 35

PRINCIPLE VII 60

PRINCIPLE VIII. 71

PRINCIPLE IX. 75

PRINCIPLE X 77

FACILITIES SURVEY FORM 82

PRINCIPLE XI. 85

LIST OF APPROVED COURSES, GRADES 7-12 87

LEGAL PROVISIONS. 90

GOALS FOR PUBLIC SCHOOL EDUCATION IN TEXAS. 94

SPECIAL SECTION 95

PROGRESSION OF OBJECTIVE: FROM STATE GOALS TO INDIVIDUAL STUDENT OBJECTIVES. 96

COMMUNITY SURVEY SERVICE 98

STUDENT SURVEY FORMS 100

JOB DESCRIPTION FORMATS. 103

PERSONNEL EVALUATION 107

DISTRICT SELF-ASSESSMENT PROFILE 110

DISTRICT PLANNING FORM 111

PREFACE

Each year the staff of the Education Service Center, Region XIII, receives requests from regional superintendents for assistance in conducting district self-evaluation studies. Comprehensive self-evaluation is increasingly recognized as an integral responsibility of the district. One indication of the increasing impetus for self-evaluation is found in The Principles and Standards for Accrediting Elementary and Secondary Schools, Texas Education Agency, Bulletin 560, p. 44.

> Each local school system in Texas, through its own initiative, determines whether or not it wants to be accredited by the State Department of Education. When it decides to become accredited, it automatically accepts the responsibility of meeting at least the minimum standards prescribed for accreditation. The initial responsibility, therefore, for meeting the standards for accreditation rests with the local school officials. Consequently, self-evaluation is the first step in the evaluative process. Each accredited school shall establish and maintain in its own way a system of self-evaluation.

Requests from regional superintendents for assistance in conducting self-evaluation studies stem from many sources. These include a perceived need on the part of superintendents to have easily accessible information for more intelligent decision-making, and also to have a process for gathering information necessitated by impending Texas Education Agency accreditation visits. This instrument is aimed at serving both of these needs.

Another major concern was to develop an instrument that would be flexible--that could be worked through by various superintendent-appointed groups. Some of the data collection and self-evaluation can be best conducted by those immediately concerned, while other areas might warrant community and student input.

The final consideration was to develop an instrument that would be functional, yet brief. In the past, most districts in Region XIII have been advised to use the Evaluative Criteria developed by the National Study of School Evaluation. The Evaluative Criteria represents an excellent process, yet the sheer volume and required time commitment has caused concern among school administrators attempting to implement self-assessment studies. The Administrator's Guide for School District Self-Evaluation has been developed to cause school personnel to evaluate their districts based upon The Principles and Standards for Accrediting Elementary and Secondary Schools, Texas Education Agency, Bulletin 560.

Region XIII staff will provide consultation, on request, to address specific or in-depth district needs, as may be required in the effective use of this guide.

ACKNOWLEDGEMENTS

Several people have assisted in the development of this guide. I am indebted to Joe Parks, Executive Director of Region XIII Education Service Center who has endorsed this project as a high priority need to assist Texas schools in conducting self-evaluations. To Phillip Mitchell, University of Texas Graduate Intern, who assisted with the formulation of the guide and the field test activities, I am deeply grateful. William Johnson, Superintendent, and the entire staff of the Hays Consolidated School District who participated in brainstorming sessions in the developmental stages of the guide, as well as field testing the document, are due my sincere thanks. Special recognition is also given to Milton L. Smith, Professor of Education, Southwest Texas State University, David Gillmore, Director of Research and Evaluation of Region XIII, and William Johnson, Superintendent, Hays Consolidated School District who have served as observers and reviewers in this project. To Joanna Melcher who typed the original draft of this guide in two days with only two typographical errors, I am eternally amazed and sincerely grateful.

Royce King

PHILOSOPHY

. The school system has a philosophy based on principles of education that are a reflection not only of the superintendent, but of the faculty, students, and parents in the district.

The philosophy addresses the nature of the educational process, the school's role in the education of children, the characteristics of students and the needs the school seeks to serve, the content and method of instruction, impelling kinds of student activities, and the outcomes desired.

Note: If the board of trustees has difficulty in arriving at consensus on the school system's philosophy, it is recommended that a representative committee of board members, administrators, teachers, parents, and students be established to rework this document.

DISTRICT PHILOSOPHY

DISTRICT HISTORY

Describe the historical development of the school district. Items that should be included are: when the district was created; growth patterns in terms of student population; geographic size of district; community growth; consolidation; annexation; facilities; and other factors contributing to the district operation; economics of the community and school; projections on the future, in terms of school population, personnel, facilities, and instructional program.

DISTRICT-WIDE GOAL-SETTING

The following model is suggested as one way of implementing the District's Philosophy. There are other means of assuring the leap from philosophic principles to district goals. The school system should have considered and adopted some procedure for implementation of the District's Philosophy.

HOW OUR SCHOOL SYSTEM WILL ADOPT AND
IMPLEMENT GOALS INDICATED BY THE DISTRICT PHILOSOPHY

The superintendent establishes a District Goals Committee to develop school system goals based upon the District Philosophy, and The Goals for Public School Education in Texas, as revised by the Texas State Board of Education and the Texas Education Agency, April 14, 1973. The District Goals Committee is composed of students, parents, teachers, and administrators and is approved by the board of trustees.

The District Goals Committee provides a statement of goals for the district, and this statement serves as the framework for development of specific program goals and objectives for the system.

On the basis of district goals, each school campus establishes a Program Goals Committee comprised of students, parents and educators. This Committee sets goals for the individual campus units.

Recommendations made by the Building Goals Committee are then translated into individual teaching objectives of the teacher, and individual learning objectives of the student.

(see example of this model as it applies to a specific goal, page 96.)

PRINCIPLE I

THERE IS A COMMUNITY SETTING CONDUCIVE TO THE OPERATION OF A HIGH QUALITY EDUCATIONAL PROGRAM.

COMMUNITY INFORMATION

Please provide the data concerning your school-community in the spaces below.

Current ADA_____ Current Total Budget_____ Percent for Maintenance_____

Percent Anglo_____ Percent Black_____ Percent Mexican American_____ Percent Other_____

Assessed Valuation per ADA_____ Total Assessed Valuation_____ Percent for Bonds_____

Expenditure per ADA_____ Current Tax Rate_____ Percent of Actual Value_____

Amount of Bonded Debt_____ Size of the District (Square Miles)_____

Percent of Students Transported_____ Number of Separate Campuses_____

Description of District (Rural, Semi-Rural, Small Community, Sub-Urban, Urban, etc.)_____

_____

_____

Major Resources of the District_____

_____

_____

Educational Level of Adults in the District_____

_____

Please provide a consensus response to the following standards concerning your district by circling the number which most accurately describes the current status of the district. The consensus response should represent a large sampling (15 to 20 persons) of all district personnel, including administrators, teachers, board members, students, and parents. Also, circle either C or D to indicate if the response to the standard is merely a consensus or if the response can be substantiated with documentation. (This rating system will be utilized throughout all principles and standards. When a consensus response is requested, it is suggested that it be attained from a representative sampling as described above.)

1. The superintendent and board of trustees have developed a budget to provide an adequate educational program, with a tax program of valuation and collection that provides sufficient funds needed to ensure the program outlined.

1 2 3 4 5 C D

		Far Below Standard	Below Standard	Standard	Exceeds Standard	Far Exceeds Standard	Consensus Only	Data Supported Consensus
		1	2	3	4	5	C	D
2.	The funds are expended as budgeted.	1	2	3	4	5	C	D
3.	The district has sought funds from state and federal programs for which it qualifies.	1	2	3	4	5	C	D
4.	The community supports a financial plan for the educational program with an adequate tax rate, a realistic percentage of property value for tax purposes, and a periodic re-examination of property value.	1	2	3	4	5	C	D
5.	Contributions and donations by individuals and civic groups are not considered as a substitute for adequate financial support.	1	2	3	4	5	C	D
6.	All sources of tax money are considered as a means of providing adequate financial support.	1	2	3	4	5	C	D
7.	There is evidence that the public is kept informed on the school program.	1	2	3	4	5	C	D
8.	The community is encouraged to participate in school activities.	1	2	3	4	5	C	D
9.	There is evidence that the community has a voice in school affairs through advisory groups and committees other than merely through the board.	1	2	3	4	5	C	D
10.	The district has provided opportunities for its citizens through continuing and/or adult education programs.	1	2	3	4	5	C	D
11.	Members of the faculty are encouraged to participate in civic affairs.	1	2	3	4	5	C	D
12.	Meetings of the board of trustees are open to the public except for executive sessions.	1	2	3	4	5	C	D
13.	The public and non-public schools of the community have exchanged necessary information to develop a united effort for the education of youth.	1	2	3	4	5	C	D
14.	Policies have been developed for transfer of students from one school to another.	1	2	3	4	5	C	D
15.	The district has the means to determine if it is meeting the needs of the community.	1	2	3	4	5	C	D
16.	The district has the means for comparing its overall performance with communities of comparable size and resources.	1	2	3	4	5	C	D
17.	The district has the means for comparing its overall performance with state and national standards.	1	2	3	4	5	C	D
18.	The district is cognizant of the broader community into which its graduates move for employment.	1	2	3	4	5	C	D
19.	The district has policies covering the use of its facilities by other community agencies, and policies for use of community facilities by the district.	1	2	3	4	5	C	D
20.	The district collects data concerning population stability and reviews this information periodically.	1	2	3	4	5	C	D
21.	The district has a procedure for gathering data on its graduates.	1	2	3	4	5	C	D

Summary Statement of Current District Status

Briefly describe the current status of the district based upon the responses presented above and any other information that may not be covered in the preceding statements.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

District Plans for Continuing Improvement

Describe the district's plan for improvement, especially in those areas that are minimum standard or below. Please indicate dates when improvements or changes will occur.

SCHEDULE

ITEM #:	TOPIC:	DATES:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

INDIVIDUAL CAMPUS(COMMUNITY) INFORMATION

In the event that your district encompass several communities, as opposed to single or multi-campuses in the same community, you should complete this form to provide data on each of the communities.

Number of separate communities with'n the district_____

Name of district_____ Name of community_____

Name(s) of schools within the community_____

_____

Total population of community_____Total ADA of schools in community_____

Elementary ADA_____ Junior High ADA_____ Senior High ADA_____ Adult ADA_____

Percent Anglo_____ Percent Black_____ Percent Mexican American_____ Percent Other_____

Proportion of families in the community with at least one school age child is_____.

Proportion of families in the community who receive some form of public assistance or income support is_____.

Proportion of citizens over 50 years of age_____.

Proportion of citizens who respond favorably to school board elections and bond issues _____.

Proportion of students in community attending private or parochial schools_____.

Proportion of students continuing education past high school_____.

Proportion of students who remain in the community to live_____, to work_____.

Projected community population over next five years:

Increase_____ Decrease_____

Projected school population over next five years:

Increase_____ Decrease_____

Major resources of the community_____

_____

_____

_____

Educational level of adults in the community_____

_____

_____

_____

Describe the most apparent community education problems_____

_____

_____

_____

STUDENT DATA

IN ORDER FOR THE DISTRICT TO CLEARLY ADDRESS THE NEEDS OF ITS STUDENTS IT IS NECESSARY TO LOOK AT A VARIETY OF INFORMATION CONCERNING THE STUDENTS. PLEASE COMPLETE THE FORMS BELOW USING THE MOST CURRENT DATA AVAILABLE.

ENROLLMENT CHART

GRADES INCLUDED IN THE DISTRICT	CURRENT ENROLLMENT							STUDENT POPULATION GROWTH	
	ANGLO	BLACK	MEXICAN AMERICAN	OTHER	TOTAL	PERCENT BOYS	PERCENT GIRLS	PERCENTAGE INCREASE FROM FIVE YEARS AGO	PROJECTED PERCENTAGE INCREASE IN NEXT 5 YRS.
KINDERGARTEN									
GRADE ONE									
GRADE TWO									
GRADE THREE									
GRADE FOUR									
GRADE FIVE									
GRADE SIX									
GRADE SEVEN									
GRADE EIGHT									
GRADE NINE									
GRADE TEN									
GRADE ELEVEN									
GRADE TWELVE									
SPECIAL EDUCATION									
OTHER									
TOTAL									

STUDENT ABILITY TESTS

List below the mental ability test(s) used at the different grade levels.

KINDERGARTEN _____	GRADE SEVEN _____
GRADE ONE _____	GRADE EIGHT _____
GRADE TWO _____	GRADE NINE _____
GRADE THREE _____	GRADE TEN _____
GRADE FOUR _____	GRADE ELEVEN _____
GRADE FIVE _____	GRADE TWELVE _____
GRADE SIX _____	SPECIAL EDUCATION _____
	OTHER _____

STUDENT ABILITY TEST RESULTS

In the table below, give the numbers of students at each grade level who fall in each of the I.Q. or percentile ranges.

GRADE LEVEL	RANGE OF SCORES				TOTAL	
	I.Q. EXCEEDS 120 OR PERCENTILE OVER 90	I.Q. EXCEEDS 110 OR PERCENTILE OVER 70	I.Q. EXCEEDS 90 OR PERCENTILE OVER 30	I.Q. BELOW 75 OR PERCENTILE BELOW 6	NUMBER	PERCENT
KINDERGARTEN						
GRADE ONE						
GRADE TWO						
GRADE THREE						
GRADE FOUR						
GRADE FIVE						
GRADE SIX						
GRADE SEVEN						
GRADE EIGHT						
GRADE NINE						
GRADE TEN						
GRADE ELEVEN						
GRADE TWELVE						
SPECIAL ED						
OTHER						
TOTAL						

. Discuss how the test data on the previous page has been used to strengthen the instructional program.

_____

_____

_____

. Discuss the provisions made for students, e.g. special education, limited English speaking, etc. whose scores are substantially below the norm._____

_____

_____

. Describe ways by which the district testing program may be improved and utilized in making the instructional program more effective._____

_____

_____

_____

STUDENT READING TESTS

List below the reading test(s) used at the different grade levels.

KINDERGARTEN _____	GRADE SEVEN _____
GRADE ONE _____	GRADE EIGHT _____
GRADE TWO _____	GRADE NINE _____
GRADE THREE _____	GRADE TEN _____
GRADE FOUR _____	GRADE ELEVEN _____
GRADE FIVE _____	GRADE TWELVE _____
GRADE SIX _____	SPECIAL EDUCATION _____
	OTHER _____

READING TEST RESULTS

In the table below, give the number of students at each grade level who fall in each of the reading categories.

GRADE LEVEL	READING ABILITY RANGE					TOTAL	
	Number of students 4 or more years above	Number of students 2 years above	Number of students reading at grade level	Number of students 2 years below	Number of students 4 or more years below	NUMBER	PERCENT
KINDERGARTEN							
GRADE ONE							
GRADE TWO							
GRADE THREE							
GRADE FOUR							
GRADE FIVE							
GRADE SIX							
GRADE SEVEN							
GRADE EIGHT							
GRADE NINE							
GRADE TEN							
GRADE ELEVEN							
GRADE TWELVE							
SPECIAL EDUCATION							
OTHER _____							
TOTAL							

. How does the present reading program(s) make provisions for the poor readers in each grade? _____

_____

_____

_____

. How does the present reading program(s) make provisions for the above average readers in each grade? _____

_____

_____

. Discuss the major weaknesses of the total district reading program.

. Discuss the districts' plan for improving the reading program.

STUDENT STABILITY DATA

. Please list the most commonly given reasons for student withdrawals from the district.

. How is the district addressing the problem of student withdrawals?

. Discuss the causes of student instability in the district, if significant increases or decreases in student population are occurring.

. How is the district addressing the problem of student population instability?

. Describe the kinds of individual student data gathered by the district (other than ability or reading tests).

. How are these data used to develop special programs for students?

. Describe the procedure used by the district to gather information about its graduates.

PRINCIPLE II

EACH SCHOOL SYSTEM IS OPERATED IN ACCORDANCE WITH ALL CONSTITUTIONAL AND STATUTORY PROVISIONS. RESPONSIBILITY FOR INTERPRETING THESE PROVISIONS LIES WITH THE BOARD OF SCHOOL TRUSTEES EXCEPT WHERE FORMAL INTERPRETATION OF SUCH PROVISIONS HAS BEEN MADE BY THE COURTS OR OTHER CONSTITUTED AUTHORITY.

Please provide a consensus response to the following statements concerning your district by circling the number which most accurately describes the current status of the district. Also circle either C or D to indicate if the response to the statement is merely a consensus or if the response can be substantiated with documentation.

		Far Below Standard	Below Standard	Standard	Exceeds Standard	Far Exceeds Standard	Consensus Only	Data Supported Consensus
		1	2	3	4	5	C	D
1.	The board of trustees has ready access to all constitutional and statutory provisions that affect Texas public schools.	1	2	3	4	5	C	D
2.	The board maintains files on court rulings affecting Texas public schools.	1	2	3	4	5	C	D
3.	The district retains or has ready access to legal counsel.	1	2	3	4	5	C	D
4.	The district is in compliance with all court orders affecting Texas public schools.	1	2	3	4	5	C	D

Summary Statement of Current District Status

Briefly describe the current status of the district based upon the respones presented above and any other information that may not be covered in the preceding statements.

District Plans for Continuing Improvement

Describe the district's plan for improvement, especially in those areas that are minimum standard or below. Please indicate dates when improvements or changes will occur.

SCHEDULE

ITEM #	TOPIC	DATES
1:		

PRINCIPLE III

THE BOARD OF TRUSTEES FUNCTIONS CHIEFLY AS A POLICY-MAKING AND APPRAISAL BODY.

Please provide a consensus response to the following statements concerning your district by circling the number that most accurately describes the current status of the district. Also, circle either C or D to indicate if the response to the statement is merely a consensus or if the response can be substantiated with documentation.

Please read and respond to the specific policy areas listed below before rating this standard.

In addition to the general policies required for school operation, the board of trustees has developed specific policies directed to the following recommended policy areas:

	Yes	No
. Appraisal of the effectiveness of the school program through self-evaluation	Y	N
. Orderly hearings on appeals by aggrieved parties	Y	N
. Admission of transfers from an accredited school	Y	N
. Assessment of performance of the professional staff	Y	N
. Job description for the professional staff	Y	N
. Provisions for individual pupils who cannot meet physical education requirements because of schedule conflicts	Y	N
. Athletic program	Y	N
. Summer schools	Y	N
. Control of credit by correspondence courses	Y	N
. Guidance and counseling services	Y	N
. Health services	Y	N
. Credit by demonstration of competence	Y	N
. Job description for the non-professional staff	Y	N
. Professional growth and inservice education of the staff, including definite allocations of funds and staff time	Y	N

	Far Below Standard	Below Standard	Standard	Exceeds Standard	Far Exceeds Standard	Consensus Only	Data Supported Consensus
1. The board of trustees has developed, duplicated and made available to school employees and the public the policies covering school operation.	1	2	3	4	5	C	D
	1	2	3	4	5	C	D

Briefly identify areas of policy needs, and the board of trustees' plans for meeting these needs. What are the problems to be confronted in developing policies covering these areas, and what is the suggested time line for correcting the deficiency?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

		1	2	3	4	5	C	D
2.	The board of trustees holds regularly scheduled "open" meetings of which an official record is kept.	1	2	3	4	5	C	D
3.	Minutes of board meetings are thorough, and accurately reflect total transactions of board considerations.	1	2	3	4	5	C	D
4.	All meetings are open to the public except those dealing with personnel, real estate, district security.	1	2	3	4	5	C	D
5.	The board of trustees has approved written procedures for assessing the effectiveness of the educational program.	1	2	3	4	5	C	D
6.	Board sanctions procedures for self-evaluation on continuing basis to assess progress in terms of stated objectives.	1	2	3	4	5	C	D
7.	Board has approved procedure for identification of program deficiencies and strengths, and for planning the correction of deficiencies.	1	2	3	4	5	C	D
8.	The board of trustees has definite written procedures providing orderly hearings on appeals by aggrieved parties.	1	2	3	4	5	C	D
9.	The board of trustees has developed written policies for admission of pupils transferring from an accredited school.	1	2	3	4	5	C	D
10.	The board of trustees has approved procedures for assessing the performance of professional staff, (annually, based on established competency criteria), and uses this assessment in prescribing inservice experiences.	1	2	3	4	5	C	D
11.	Policies adopted by the board of trustees are codified, well-ordered, and care is taken to prevent repetitional contradictions within these policies.	1	2	3	4	5	C	D

Summary Statement of Current District Status

Briefly describe the current status of the district based upon the responses presented above and any other information that may not be covered in the preceding statements but that logically relates to Principle III.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

District Plans for Continuing Improvement

Describe the district's plans for improvement, especially in the areas that are standard or below. Please indicate dates when improvement or change will occur.

SCHEDULE

ITEM #:	TOPIC:	DATES:

PRINCIPLE IV

THE POLICIES ADOPTED BY THE BOARD OF TRUSTEES CLEARLY DEFINES THE RELATIONSHIP BETWEEN THE BOARD AND THE SUPERINTENDENT OF SCHOOLS.

Please provide a consensus response to the following statements concerning your district by circling the number that most accurately describes the current status of the district. Also, circle either C or D to indicate if the response to the statement is merely a consensus or if the response can be substantiated with documentation.

		Far Below Standard	Below Standard	Standard	Exceeds Standard	Far Exceeds Standard	Consensus Only	Data Supported Consensus
1.	The board of trustees recognizes the superintendent as performing the administrative function by clear definition of his duties.	1	2	3	4	5	C	D
2.	The board minutes clearly reflect the delineation of the policy making and appraisal functions of the school board and the administrative functions of the superintendent.	1	2	3	4	5	C	D
3.	Administrative actions by the Superintendent are indicated by policies developed in official meetings by the board.	1	2	3	4	5	C	D
4.	The superintendent, in consultation with the board president, prepares and retains the official agenda for board meetings, makes regular and special reports on school operation, submits the budget for board approval, and administers the budget according to TEA Bulletin 679 and other state regulations.	1	2	3	4	5	C	D

Summary Statement of Current District Status

Briefly describe the current status of the district based upon the responses presented above, and any information that may not be covered in the preceding statements but that logically relates to Principle IV.

District Plans for Continuing Improvement

Describe the district's plans for improvement especially in the areas that are standard or below. Please indicate dates when improvement or change will occur.

PRINCIPLE V

THE SUPERINTENDENT OF SCHOOLS HAS DEVELOPED WRITTEN ADMINISTRATIVE POLICIES, APPROVED BY THE BOARD OF TRUSTEES, GOVERNING THE OPERATION OF THE SCHOOL.

Please provide a consensus response to the following statements concerning your district by circling the number that most accurately describes the current status of the district. Also, circle either C or D to indicate if the response to the statement is merely a consensus or if the response can be substantiated with documentation.

		Far Below Standard	Below Standard	Standard	Exceeds Standard	Far Exceeds Standard	Consensus Only	Data Supported Consensus
		1	2	3	4	5	C	D
1.	The superintendent recommends all employees for action by the board of trustees.	1	2	3	4	5	C	D
2.	Assignments based on job descriptions are to positions authorized by the board.	1	2	3	4	5	C	D
3.	The superintendent assures the board of trustees that prospective employees meet the standards of professional preparation and certification for the assigned position.	1	2	3	4	5	C	D
4.	Employees are provided the necessary materials to perform their duties.	1	2	3	4	5	C	D
5.	Staff members participate in the planned program for in-service education.	1	2	3	4	5	C	D
6.	New personnel are orientated to the total school program.	1	2	3	4	5	C	D
7.	Supervision is provided to coordinate and improve instruction and to assist teachers.	1	2	3	4	5	C	D
8.	The professional knowledge of the total staff is utilized to develop and improve the instructional program.	1	2	3	4	5	C	D
9.	The staff participates in educational planning.	1	2	3	4	5	C	D
10.	The staff is encouraged to submit recommendations for improving the instructional program.	1	2	3	4	5	C	D
11.	Teachers are involved in the adoption, selection, and evaluation of instructional materials, supplies, and equipment.	1	2	3	4	5	C	D
12.	All policies of the board of trustees which affect teacher personnel and the instructional program are in written form and are transmitted, with interpretations as needed, to the school staff.	1	2	3	4	5	C	D

Summary Statement of Current District Status

Briefly describe the current status of the district based upon the responses presented above and any other information that may not be covered in the preceding statements.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

District Plans for Continuing Improvement

Describe the district's plan for improvement, especially in those areas that are minimum standard or below. Please indicate dates when improvements or changes will occur.

SCHEDULE

ITEM #:	TOPIC:	DATES:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

NOTE: A suggested format for job descriptions is shown in Appendix _____.

PRINCIPLE VI

THERE IS A PLANNED INSTRUCTIONAL PROGRAM IN OPERATION THAT LEADS TO DISCOVERING AND MEETING THE NEEDS OF PRESCHOOL AND IN-SCHOOL CHILDREN AND YOUTH, AND OUT-OF-SCHOOL YOUTH AND ADULTS.

Please provide a consensus response to the following standards concerning your district by circling the number that most accurately describes the current status of the district. The consensus response should represent a large sampling of district personnel most closely associated with the various instructional programs. Also, circle either C or D to indicate if the response to the standard is merely a consensus or if the response can be substantiated with documentation.

1. The school plans and operates a program for the educational development of young children. Briefly describe the district's kindergarten program. (Kindergarten teachers, elementary principals, supervisors).

1 2 3 4 5 C D

1 2 3 4 5 C D

_____

_____

_____

_____

_____

2. The school has a plan in operation for meeting the educational needs of out-of-school youth and adults. Briefly describe the district's programs for out-of-school youth and adults. (Directors of adult education, high school principals, counselors).

1 2 3 4 5 C D

_____

_____

_____

_____

_____

3. Emphasis is placed upon teaching the facts of, and developing appreciation for, all phases of the American heritage, including culture, language, and life-style diversities. Briefly describe how heritage, culture, language, and life style diversities are incorporated into the instructional program. (Social studies teachers, curriculum consultants, and a sampling of other teachers).

1 2 3 4 5 C D

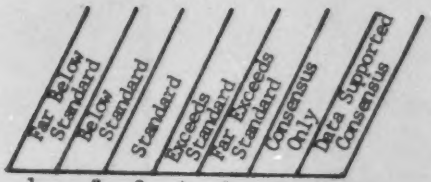
_____

_____

_____

_____

_____



4. The school has a planned program which identifies, appraises, provides instruction, and maintains contact with pupils who have special learning problems and with pupils who have special learning potentials. Briefly describe the district's programs for students with special learning problems and special learning potential. (Counselors, special education teachers, regular teachers, supervisors, curriculum consultants).

1 2 3 4 5 C D

5. Each elementary school maintains a balanced curriculum offering, including English language arts*, science, mathematics, social studies, art, drama, music**, health, physical education, and, if desired, modern foreign languages. Each subject is based upon a state description and local instructional plans. Describe briefly the curriculum of the elementary schools in terms of offering a balanced program to all students. (Elementary teachers, elementary principals, curriculum consultants, and supervisors).

1 2 3 4 5 C D

*Reading, literature, oral language, composition, speech, handwriting, spelling, mechanics, usage, and grammar.

**Refers to general music, which is the basic program. Choral and instrumental music may be offered in addition to general music.

Outline of the Daily Elementary Schedule

Outline of the Weekly Elementary Schedule

Briefly describe how career education, drug education, and safety education are integrated into all areas of the program. (Elementary teachers, principals, curriculum consultants, and supervisors).

Briefly discuss the inclusion of modern foreign languages, industrial arts, and bilingual programs if they are included in the elementary instructional program. (Elementary teachers, principals, curriculum consultants, and supervisors).

INSTRUCTIONAL PROGRAM DESCRIPTION

Each area of the instructional program should be described on a copy of this form. Teams of teachers from each subject area should work together to complete the form. For example, a team of secondary math teachers should complete this form for each secondary math course offered in the district; likewise elementary teams should complete the form for the elementary programs (K-6) in language arts, social studies, math, science, etc.

Name of instructional program_____ Grade level offered_____

Names of persons completing this section_____

. Indicate the major activities that are included in this particular course or program.

. List the major objectives, the measures of effectiveness used, and the student achievement during the past year. (If these items have not been developed for each course or program, the team should develop these using the forms in this guide entitled Local Instructional Plans.)

. List the strengths of this instructional program._____

. List the areas in need of improvement._____

. List the things that are being done to improve the program._____

. List the things that are projected to be done to improve the program and give the dates when the changes will be made.

Local Instruction Plans

Elementary Level Program Goals and Objectives

The process of developing district goals and objectives can be a task requiring months of work on the part of many school personnel. A suggested model for district and program goal-setting was presented in the front of this guide. The purpose of the section of the guide is to assist grade level teams in developing program goals for the courses they teach, and to simplify the process so that it is not too time consuming.

It is suggested that this page and the five following pages be duplicated in sufficient quantities to provide a work copy for each elementary teacher, principal, and supervisor. The initial task is to identify the program goals for each course taught at the elementary level; the second task is to identify some of the appropriate instructional activities to achieve these goals; and thirdly, to identify means of evaluating the accomplishment of these goals.

*There is obviously no need to completely "reinvent the wheel." There exist several sources of written goals and objectives which may be adopted or modified to meet local program needs.

Utilizing the following format develop your list of major program goals for each elementary subject. (8 to 15 goals should be sufficient).

Example of program goal in language arts

The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

1.1 _____

1.2 _____

1.3 _____

1.4 _____

1.5 _____

*The Instructional Objective Exchange (IOX), Center for the Study of Evaluation, UCLA Graduate School of Education, Los Angeles, California 90024 has an extensive collection of instructional objectives covering most subject areas K-12. Several Oregon school districts have cooperatively developed district goals. Copies of these goals may be ordered from Commercial-Educational Distributing Services, P. O. Box 8723, Portland, Oregon 97208.

1.6

1.7

1.8

1.9

1.10

1.11

1.12

1.13

1.14

1.15 _____

_____

_____

_____

The next logical step in this developmental process would be to develop specific instructional objectives to correspond with the program goals that have been developed. The same format is recommended for that activity.

Elementary

Program Activities: These activities should correspond as closely as possible to the program goals you have developed on the preceding page. Describe the various classroom activities that would be used in meeting the program goals.

2.1 _____

_____

_____

_____

2.2 _____

_____

_____

_____

2.3 _____

_____

_____

_____

2.4 _____

_____

_____

_____

2.5 _____

_____

_____

_____

2.6 _____

_____

_____

_____

2.7

2.8

2.9

2.10

2.11

2.12

2.13

2.14

2.15

Elementary

Evaluation Techniques: Please describe the evaluation techniques that will be used to determine the extent to which the program goals will have been attained. Detail the kinds of tests or evaluation techniques that you will use to determine if students have achieved the program goals you have developed.

3.1

3.2

3.3

3.4

3.5

3.6

3.7

3.8

9

3.10

3.11

3.12

3.13

3.14

3.15

Local Instructional Plans

Secondary Level Program Goals and Objectives

The process of developing district goals and objectives can be a task requiring months of work on the part of many school personnel. A suggested model for district and program goal-setting was presented in the front of this guide. The purpose of this section of the guide is to assist secondary subject matter teams in developing program goals for the courses they teach, and to simplify the process so that it is not too time consuming.

It is suggested that this page and the five following pages be duplicated in sufficient quantities to provide a work copy for each secondary teacher, principal, and supervisor. The initial task is to identify the program goals for each course taught at the secondary level; the second task is to identify some of the appropriate instructional activities to achieve these goals; and thirdly, to identify means of evaluating the accomplishment of these goals.

*There is obviously no need to completely "reinvent the wheel." There exists several sources of written goals and objectives which may be adopted or modified to meet local program needs.

Utilizing the following format develop your list of major program goals for each secondary subject. (8 to 15 goals should be sufficient).

Example of program goal in English

The student interprets literature and the humanities as a reflection of the life, values, and ideas of this and other cultures.

1.1 _____

1.2 _____

1.3 _____

1.4 _____

1.5 _____

*The Instructional Objective Exchange (IOX), Center for the Study of Evaluation, UCLA Graduate School of Education, Los Angeles, California 90024 has an extensive collection of instructional objectives covering most subjects K-12. Several Oregon school districts have cooperatively developed district goals. Copies of these goals may be ordered from Commercial Educational Distributing Services, P. O. Box 8723, Portland, Oregon 97208.

1.6

1.7

1.8

1.9

1.10

1.11

1.12

1.13

1.14

1.15 _____

_____

_____

_____

The next logical step in this developmental process would be to develop specific instructional objectives to correspond with the program goals that have been developed. The same format is recommended for that activity.

Secondary

Program Activities: These activities should correspond as closely as possible to the program goals you have developed on the preceding page. Describe the various classroom activities that would be used in meeting the program goals.

2.1 _____

_____

_____

_____

2.2 _____

_____

_____

_____

2.3 _____

_____

_____

_____

2.4 _____

_____

_____

_____

2.5 _____

_____

_____

_____

2.6 _____

_____

_____

_____

2.7 _____

_____

_____

_____

2.8

2.9

2.10

2.11

2.12

2.13

2.14

2.15

Secondary

Evaluation Techniques: Please describe the evaluation techniques that will be used to determine the extent to which the program goals will have been attained. Detail the kinds of tests or evaluation techniques that you will use to determine if students have achieved the program goals you have developed.

3.1

3.2

3.3

3.4

3.5

3.6

3.7

3.8

3.9

3.10

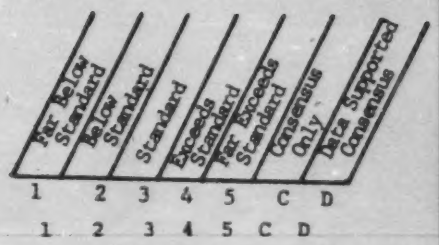
3.11

3.12

3.13

3.14

3.15



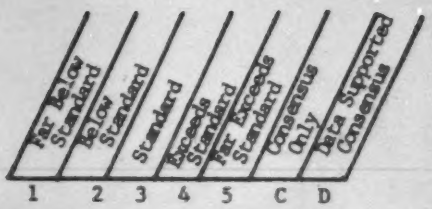
6. Citizenship, conservation of natural resources, understanding of the free enterprise system, and safety are taught as a part of the instructional program. Describe how these subjects are integrated into instruction of science, social studies, art, and other subjects. (Elementary teachers, principals, curriculum consultants, and supervisors).

Briefly describe the procedures that have developed to meet emergencies: accidents, fire, war, and disasters due to natural phenomena.

Describe pupil participation in safety education: accident prevention, supervised safety drills, and in grades 4-6, minor first aid.

Describe the first aid procedures at the elementary level.

7. The school has a planned instructional program in operation that leads to discovering and meeting the needs of exceptional children and youth. Briefly describe the district's special education programs in terms of student identification, placement, testing, physical facilities, special education cooperatives, mainstreaming with regular students, and provisions for high school graduation. (Special education director, special education teachers, regular teachers, principals, and counselors).



1 2 3 4 5 C D

8. The school has a planned bilingual instruction program for children whose home language is a language other than English. Both the child's home language and English are used as mediums for instruction. Describe the district's bilingual education program in terms of student identification, teaching strategies, student self-concept, cultural heritage, and plans for expansion and continuation. (Bilingual teachers, principals, supervisors, and curriculum consultants).

1 2 3 4 5 C D

8. Continued

_____

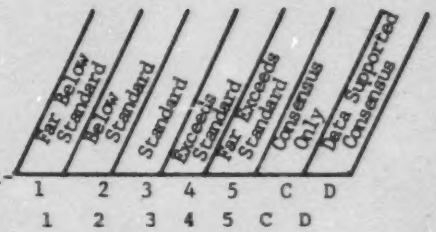
_____

_____

_____

_____

_____



9. Each accredited secondary school (grades 7-12) makes available to pupils the following subjects based upon State description of courses and local courses of study.

- English (six years)
- Mathematics (six years) including one year of Algebra and one year of Geometry
- Science (six years) including Biology, Chemistry, and Physics
- Social Studies (six years) including one year of Texas History and Geography in Grade 7; two years of American History, including one year of American History and Citizenship in Grade 8, and one year of American History in any grade, 9-12; one year of either World History Studies or World Geography Studies in any grade, 9-12; one-half year or two quarters of American Government which includes study of the Texas and United States Constitutions. Incorporate within the required courses of American History, World History Studies or World Geography Studies, and American Government instruction on the essentials and benefits of the free enterprise system.
- Physical Education (six years)
- Health Education
- Vocational education programs offered according to pupil needs and actual or anticipated opportunities for gainful employment.
- A foreign language program offered according to local needs.
- An elective course on the free enterprise system (one semester unit or one quarter unit).
- Additional elective courses sufficient to meet the requirements for pupils in grades 7 through 12.

A committee consisting of secondary teachers, principals, and curriculum consultants should compare the complete list of approved courses on page 63, 64 , and 65 to the district's course offerings.

In the space below indicate courses not presently offered that the district should consider offering.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

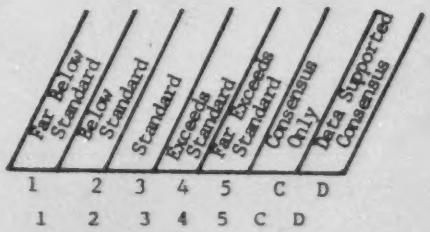
_____

_____

_____

_____

_____



1 2 3 4 5 C D

10. All pupils complete the following subjects in grades 7 and 8.

Subject	Clock Hours, Minimum
English Language Arts	260
Mathematics	260
Social Studies	260
Texas History and Geography; American History and Citizenship which includes the first part of the two-year program in American History	
Science	130
Physical Education	130

In addition to the required subjects, pupils will complete 450 clock hours from the subjects listed below.

Foreign Languages	Speech
Art	Drama
Music	Typewriting
General Homemaking	Industrial Arts
Health	Science
Occupational Training	Physical Education

List any discrepancies detected and plans for removal of discrepancies.

_____

_____

_____

_____

_____

11. All pupils must complete at least the equivalent of 18 units to receive a high school diploma.

1 2 3 4 5 C D

NOTE: A quarter unit of credit is one-third of the normal 160 clock hours required for a full unit of credit.

The required 18 units include the following specified subjects:

English (3 units or 9 quarter units)
World History Studies or World Geography Studies (1 unit or 3 quarter units)
American History (1 unit or 3 quarter units) (Includes the second year of a two-year program begun in Grade 8)
American Government (1/2 unit or 2 quarter units)
Mathematics (2 units or 6 quarter units)
Science (2 units or 6 quarter units)
Physical Education (1 1/2 units or 5 quarter units)
Health Education (1/2 unit or 2 quarter units)
Six and one-half units or 19 quarter units of electives from the "List of Approved Courses, Grade 7-12."

List any discrepancies detected and plans for removal of discrepancies.

_____

_____

_____

_____

_____

Graduation Requirement Provisions

Courses taught as a part of the basic graduation requirements in grades 7-12 follow titles, credits, prerequisites, and time allotments found in "List of Approved Courses, Grades 7-12."

Schools desiring to develop courses not in the "List of Approved Courses, Grades 7-12" submit a course description to the Division of School Accreditation, Texas Education Agency, for approval to teach such a course, and submit an evaluation at the close of the year.

Credit for a course not included in the approved list but given individual approval by the Division of School Accreditation may be used in the minimum 18 units required for high school graduation under two conditions:

(1) if the course has been approved and taught once; and

(2) if the evaluation report submitted at the close of the course justifies its continuation and specifies how it will be used in meeting graduation requirements.

a. The graduation requirement in mathematics must be fulfilled by credit for any two units or six quarter units from the State List of Approved Courses. Local board policy ensures that the school will assist the pupil, with the approval of his parents, in selecting the courses appropriate to his needs in moving toward his educational goals.

b. The science requirement of two units or six quarter units may be fulfilled in one of the following ways:

Completion of two units or six quarter units of science taught by the laboratory method selected from the science courses for grades 9-12

Completion of 130 clock hours of science taught by the laboratory method as described in the requirements for grades 7 and 8 (this work in grades 7 and 8 is not to be counted as one of the 18 basic high school units), and one unit or three quarter units of science taught by the laboratory method from the science courses for grades 9-12

c. Driver Education may be offered to students who are 15 years of age but may not be one of the 18 basic units required for graduation.

Driver Education, if offered, is available for all students 15 years of age or older.

The course is scheduled and taught in compliance with the Standards for an Approved Course in Driver Education in Texas Schools, adopted jointly by the Texas Education Agency and the Department of Public Safety, 1970.

The appropriate curriculum guide is required for the type of instruction being given. The guides are:

- Curriculum Guide for Driver Education
- Curriculum Guide for Simulation and In-Car Instruction

. Curriculum Guide for Multi-Car Driving Range

Each of the guides is published by the Texas Education Agency, and the latest revision is to be used.

Instructors are scheduled to teach no more than six (6) hours each day, including class, in-car instruction, and other subjects.

d. The requirement in Health Education and Physical Education should be completed by one-half unit or two quarter units in Health Education and one and one-half units or five quarter units of Physical Education according to the approved State description of courses.

Students are classified for physical education on the basis of health into one of the following:

Unrestricted--not limited in activities and includes participation in inter-school athletics

Restricted--excludes the more vigorous activities but includes a limited participation in intramural activities

Adapted and remedial--specific activities prescribed or prohibited for students so classified. The doctor uses this classification rather than a medical excuse

e. The local school may develop a plan, approved by the local board of education, which allows individual pupils to be graduated without fully meeting the physical education requirements. This plan should not waive the requirement for one-half unit of Health Education. (Effective scheduling minimizes the necessity for using this alternative.) Such a plan provides that:

Such pupils are participating in courses or activities that contribute to physical fitness such as band, cooperative vocational programs, and vocational shop programs.

The pupil receives at least 80 clock hours of health instruction.

A pupil who has not completed the requirement in physical education will resume instruction in this subject when the conflict in scheduling is resolved.

Valid physical fitness tests are used to determine the pupil's physical abilities and evaluate his progress.

The permanent record of the pupil includes physical fitness evaluations and the alternative courses taken. Texas Education Agency Forms ACC-007 or PDA-012 may be used.

No units of credit are given in physical education to pupils participating in this plan.

12. Foreign languages offered are taught in sequence. Please read all provisions before rating this standard.

Elementary Provisions

Only modern foreign languages are considered appropriate in the elementary school, and the selection of the language to be taught reflects the cultural and geographic needs of the community.

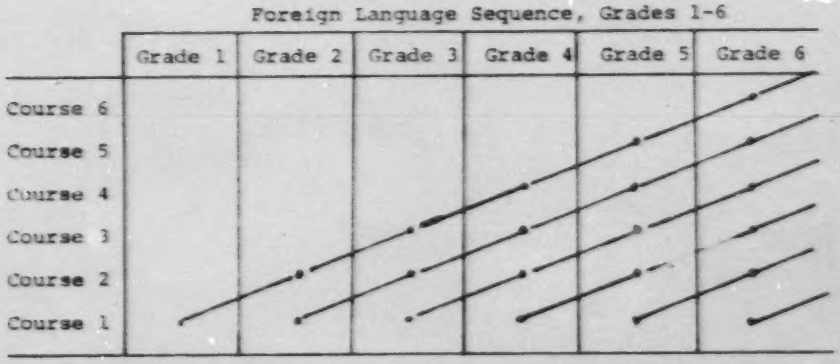
The program reflects the sequential development of the linguistic skills, beginning with listening and speaking, followed by reading and writing. The study of the cultural patterns of the country or countries whose language is being studied is an integral part of the program.

At least 20-minute sessions from three to five times a week are scheduled in the school day.

Teachers of modern foreign languages present evidence of proficiency in the four basic language skills or are in the process of developing these skills. Preparation includes knowledge of principles of language learning, the foreign culture and civilization, and methods and techniques of teaching foreign languages.

The elementary program has continuity, is coordinated between schools, and is articulated with the junior high and high school program. (See chart below.)

Foreign Language Sequence, Grades 1-6



SECONDARY CLASSICAL PROVISIONS

Although the primary objective of the study of Latin is to read the original works of Roman authors with comprehension, the other language skills of listening, speaking, and writing are an integral part of the instruction.

SECONDARY MODERN PROVISIONS

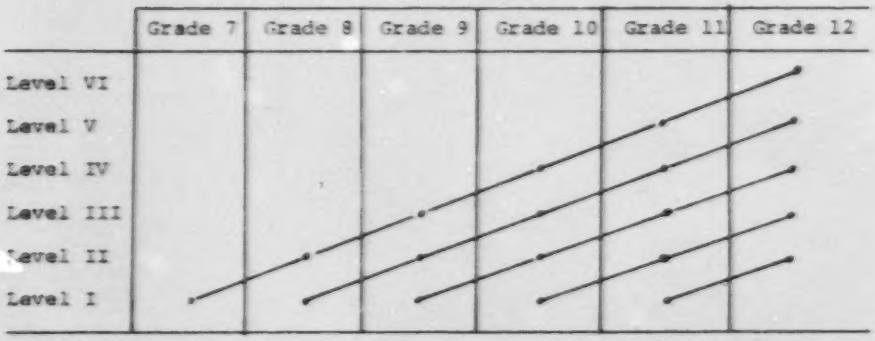
Adequate provision should be made for separate grouping of beginning foreign language students and those with foreign language training in the elementary grades. Students with demonstrated ability are considered for advanced placement.

A capable student is recommended to study the same foreign language for a minimum of three years. Superior language students may be encouraged to select a second foreign language while continuing with the first.

A foreign language in grades 7 and 8 is offered for a minimum of 130 clock hours per year. Each year of secondary instruction (7-12) should enable the student to advance to the next Level in the sequence. (See chart below.)

The testing program evaluates skills of listening, speaking, reading, and writing and the cultural patterns of the country or countries whose language is being studied.

Foreign Language Sequence, Levels I-VI

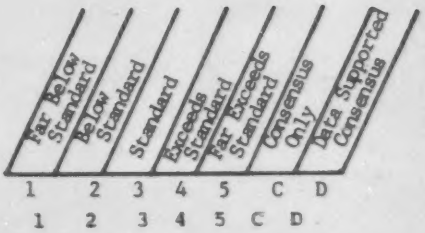


13. Schools limit individual pupils to one period during the regularly scheduled day for practice of inter-school competitive athletics and for programs in which body conditioning, training, or other activities in one of the team sports is the objective of the teacher and pupils. Please check the yes, no provisions below before rating this standard.

Schools using one period per day for activities in competitive athletics:

	YES	NO
Have written board policies which outline the athletic program and state the beginning and ending dates of each team sport.	___	___

	YES	NO
Develop written guides for each team sport of the inter-school competitive athletic program stating the educational objectives and expected pupil outcomes.	___	___
Limit pupils to one 55-minute period during the regular school day for participation in competitive athletic activities and physical education.	___	___
Provide for athletes in their off season a physical education class conducted according to a course outline that includes lifetime sports and other carry-over activities.	___	___
Require a minimum of 80 clock hours of health instruction.	___	___
Limit the amount of credit earned in this manner to one and one-half units or five quarter units which may be counted in the minimum 18 units required for graduation.	___	___



14. Summer school programs meet the standards of the regular term except where special provisions apply. Please read the provisions below before rating this standard.

General Provisions

The summer program must be operated according to written policies of the board of trustees.

The summer school program is administered by a specifically assigned staff member with the appropriate administrative endorsement. He has the authority and available time during the regular school term to plan and organize the summer school program of the district.

Library programs and instructional resources are available on the same basis as during the regular term.

Courses from the "List of Approved Courses, Grades 7-12" offered in summer school programs are comparable, insofar as content and achievement standards are concerned, to the same courses taught in the regular term.

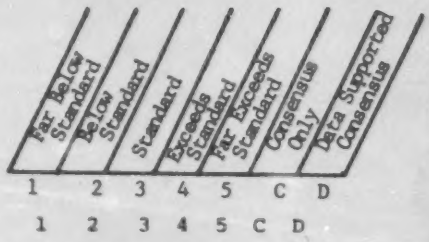
Regular school course guides and teaching plans when used in summer school are adjusted to compensate for differences in length of daily class periods and in the number of calendar days.

The summer school equivalent of one full unit in a regular term is 140 clock hours net instructional time. One quarter unit incorporates 47 clock hours. Net instructional time is defined as exclusive of registration, holidays, and daily class breaks.

A maximum of 1 1/2 units or five quarter units may be earned in a summer term; however, a school may allow students to earn more than these specified amounts with special permission of the Division of School Accreditation, Texas Education Agency.

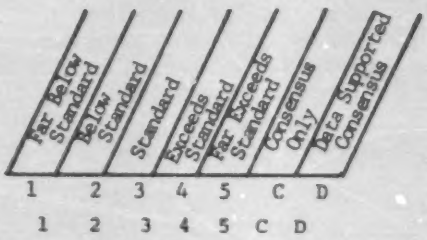
No individual teacher is assigned more than six hours of classroom teaching per day.

Pupils secure prior approval from school officials before enrolling in correspondence courses while attending summer school.



15. An adequate system of pupil personnel accounting is in operation. Please check the yes, no provisions below before rating this standard.

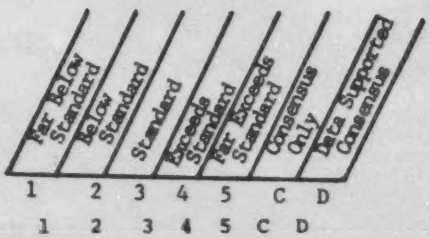
	YES	NO
Daily registers or the central accounting system are kept in accordance with recommended instructions.	___	___
Attendance accounting and supervision of teachers in their pupil accounting procedures are assigned to a designated professional staff member.	___	___
Cumulative records include an account of scholastic progress, attendance, and health information.	___	___
The classroom teacher reviews records periodically and confers with supervisors, principals, nurses, and others concerning the scholastic progress and physical health status of pupils.	___	___



16. The school may establish a supervised correspondence study program for in-school and out-of-school youth and adults. Please check the yes, no provisions below before rating this standard.

The program outlined in writing and approved by the local board of trustees, has the following characteristics:

For in-school youth:	YES	NO
Designated courses are to be from the University of Texas Division of Extension in Austin or the Extension Division of Texas Tech University.	___	___
Limits units earned to two of the 18 units required for graduation. (Pupils residing abroad are exempt from this limit.)	___	___
Establishes local limitations on pupil eligibility for correspondence courses.	___	___
Requires prior approval by school authorities before a pupil enrolls for correspondence courses.	___	___
Provides for assignment of staff members to supervise correspondence work.	___	___
Ensures that correspondence courses are used for emergency or enrichment only and do not become a substitute for residence work.	___	___
For out-of-school youth and adults:		
Limits eligibility to individuals who are not enrolled in a day school. If individuals are under 18 years of age, verification of permanent withdrawal must be made by the principal of the last school attended.	___	___
Permits as many units as needed for graduation to be taken by correspondence.	___	___
Limits student enrollment to two correspondence courses simultaneously.	___	___
Specifies that only courses from members of the National University Extension Association or correspondence schools approved by the Division of School Accreditation may be used in public school correspondence programs.	___	___
Designates that the local district provide counseling, administrative, and clerical assistance necessary for operation of the adult program.	___	___
Requires a method for supervision of all written correspondence papers, and the administration of all final examinations.	___	___
Recommends courses be completed within a reasonable time, usually within six months from the date of registration. Extension may be considered on the basis of individual merit.	___	___



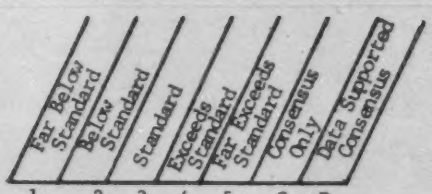
17. Graduates of each high school are awarded the same type diploma.

The transcript rather than the diploma records individual accomplishments, achievements, and a description of the type of program completed.

18. Each school system maintains a realistic and workable program of guidance services. Please check the yes, no provisions below before rating this standard.

General Provisions

	YES	NO
The program is outlined in writing with policies approved by the local board of trustees.	___	___
Services are coordinated and administered by the professional personnel in accordance with locally approved policies.	___	___
This program of services provides for pupil appraisal and guidance in meeting the educational and vocational needs of pupils.	___	___
The guidance program operating with central coordination is a cooperative project of the entire professional staff.	___	___
The guidance services are coordinated with the regular instructional program so that together they will contribute to a unified educational program.	___	___
Teachers utilize opportunities in the classroom, in extracurricular activities, and in contacts with parents to achieve guidance objectives through group discussions, specific projects, and other appropriate methods.	___	___
The program provides vocational guidance that is realistic in the light of changing vocational opportunities.	___	___
Adequate physical facilities, equipment, and materials are provided.	___	___

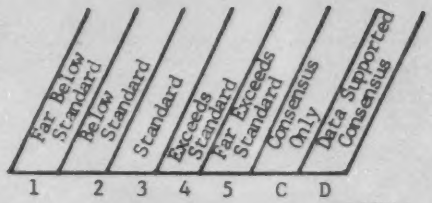


19. Vocational education programs offered are operated in accordance with the Guide for Public Schools in Planning Programs of Vocational Education for In-School Students.

1 2 3 4 5 C D

The Guide assists public schools in planning, establishing, conducting, and evaluating programs of vocational education.

The vocational program of the school considers:	YES	NO
Opportunities for gainful employment suited to the needs, interests, and abilities of students to benefit from such programs by acquiring the knowledge and skills necessary for entry upon and success in employment.	___	___
Preparation of students to become efficient homemakers in vocational homemaking education.	___	___



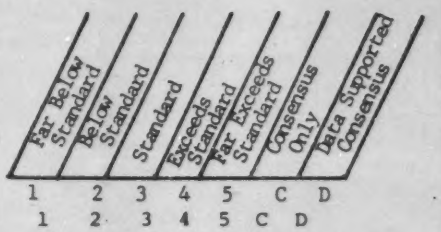
20. The school provides health services which include daily health observation of pupils and immunizations as required by the State Department of Health. Please check the yes, no provisions below before rating this standard.

1 2 3 4 5 C D

General Provisions

	YES	NO
Health services include physical examinations, screening tests, prevention and control of communicable diseases, and provision for emergency cases.	___	___
Community health resources are used in the school's health program.	___	___
There is a plan for daily health observation and for referral of pupils who show signs of ill health.	___	___
All school employees have pre-employment and periodic physical examinations, and records of these examinations are kept along with other personnel data.	___	___

Policies of the board of trustees include provisions or facilities for:	YES	NO
Exclusion of pupils or employees who have communicable diseases	___	___
Emergency care of the sick	___	___
Authority to make health appraisals of pupils	___	___
Health services as may be necessary in maintaining good health among the student body	___	___



21. The school system has in operation a planned Instructional Media Program* for all pupils in all grades in keeping with the needs of each campus unit. Please review and check the Yes/No provisions below before rating this standard.

Professionally trained personnel with time free from other duties are responsible for planning the program and supervising services as evidenced by:	YES	NO
A member of the professional staff has charge of the school library program and is qualified according to one of the following plans.	___	___

	CHECK YOUR PLAN
A staff member serving as librarian full time holds a librarian's certificate issued by the Texas Education Agency.	_____
A staff member serving as librarian 50 percent or more but not all of the school day has at least 12 semester hours in library science from a college or university with an approved program for preparation of school librarians.	_____
A staff member serving as librarian less than 50 percent of the school day has at least six semester hours in library science from a college or university with an approved program for the preparation of school librarians.	_____

*Instructional Media Program includes printed and nonprinted materials. (Examples are traditional library and audio-visual items, educational television, computer assisted instruction, and other applications of technology to instruction.)

	YES	NO
An audio visual specialist, the librarian, or a teacher with media competencies has charge of the nonprinted materials program.	___	___

Instructional materials and equipment are sufficient in quality and quantity to support the instructional program and are accessible to teachers and pupils at each period of the school day as evidenced by:

A balanced basic book collection of at least five titles per student.	___	___
Availability of approved book selection aids	___	___
A collection of media materials such as tape and disc recordings, slides, filmstrips, transparencies, picture files, charts, maps, globes, and other such resources plus appropriate items of equipment	___	___
A card catalog or current shelf list to provide an index to the materials housed in classroom collections, central collections, centralized libraries, or instructional material centers	___	___
Periodicals appropriate to age and grade levels represented on campus	___	___
Professional books and periodicals readily accessible to the staff	___	___

Physical facilities are commensurate with the school instructional program, enrollment, number and types of materials, and the age of pupils to be served; all classrooms are equipped with sufficient shelving and storage for classroom materials and for collections of materials which circulate from:

A central collection of instructional media with appropriate shelving and storage accommodations in elementary schools with fewer than 20 classroom teacher units; or	CHECK YOUR PLAN _____
A centralized library and an instructional materials center with space for seating at least two classes and with appropriate shelving, storage, equipment, and furniture in large elementary schools and all secondary schools	_____

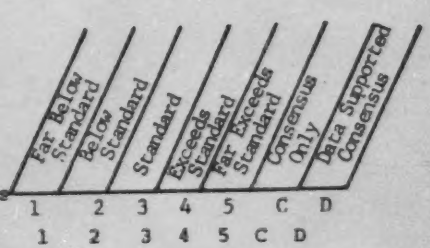
An annual budget is provided to operate the program as evidenced by:	YES	NO
A basic book collection plus funds budgeted to acquire one book per student per year, or a plan supported by a budget and timetable to acquire the basic collection	___	___

	YES	NO
An initial collection of instructructional media and equipment plus funds budgeted to acquire a basic collection of such materials	___	___
Items budgeted for rebinding, supplies, periodicals, encyclopedias, equipment, and repair, in addition to the materials budget	___	___

Policies have been developed for effective use of instructional media by teachers and pupils as evidenced by:

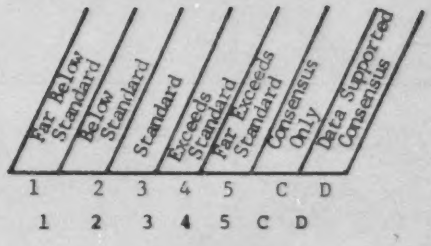
A plan for use of library resources by individuals, small groups, and class groups	___	___
A plan for teaching students to use library resources	___	___
Provisions to incorporate instructional media resources into the instructional program	___	___
Indications that students are using media resources as an integral part of the teaching-learning experiences	___	___
A program of teacher orientation in audio-visual and library services and utilization of materials	___	___

NOTE: Quantitative and qualitative interpretations are found in the Texas Education Agency publication, The School Library and Instructional Resources, Bulletin 659, describing the library program and instructional resources.



22. Opportunities are provided all pupils to participate in student activities designed to develop individual interests and aptitudes. Please check the yes, no provisions below before rating this standard.

	YES	NO
The pupil activity program is planned as a part of the total program.	___	___
Special abilities and interests of pupils are provided by a variety of activities such as drama, speech, music, publications, recreation, clubs, films, student council, independent study, appropriate group guidance, and pursuit of independent interests and projects.	___	___
Pupils participate in activities designed to accomplish planned educational aims suitable to age and physical condition.	___	___



23. There is evidence of respect for public and private property. Please check the yes, no provisions below before rating this standard.

	YES	NO
The condition of school properties and equipment reflects the effectiveness of citizenship training in the school.	___	___
Building and grounds are clean and well maintained.	___	___
The pupils, staff, and citizens show respect for school properties and equipment.	___	___

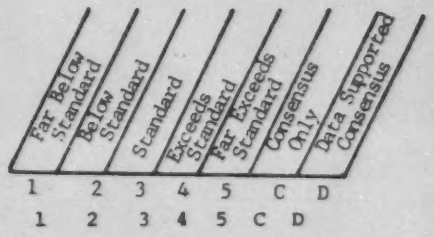
24. The plan for implementing an experimental project and later evaluative studies are reported to the Division of School Accreditation.

General Provisions

The report includes nature and extent of the experiment, expected outcome, and methods and procedures for evaluation.

At the end of the experiment, the school agrees to report findings to the Division of School Accreditation, Texas Education Agency.

The Texas Education Agency recognizes the need for continued experimentation and improvement of instructional practices. Standards for programs are not intended to discourage schools from engaging in planned and organized experimentation.



25. The school system may develop a plan whereby pupils in grades 9-12 obtaining knowledge or skills outside the school program may be granted credit in any subject on the list of approved courses upon demonstration of competence by examination or performance test.

General Provisions

The local board of trustees will adopt policies authorizing the granting of credit by examination or performance test having the following characteristics:

Establish eligibility of students who may take the examination or performance test.

Establish procedures for pupils to take the examination or performance test. The administration should determine the time, place, length, and method of administering the examination or performance test.

Ensure that the particular examination or performance test used to validate the student's ability will verify that the student has satisfactory knowledge of the subject.

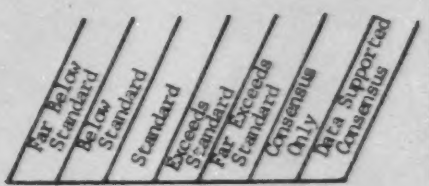
Set the passing grade for accepting student work under these conditions in accordance with grades that are required of students attending regular classes.

Ensure that the examinations or performance tests are properly evaluated, certified by the examining teacher and the principal, and are retained as part of the pupils' permanent records.

PRINCIPLE VII

EACH SCHOOL EMPLOYS QUALIFIED AND COMPETENT PERSONNEL IN REASONABLE RATIO TO THE NUMBER OF PUPILS AND GRADES TAUGHT.

Please provide a consensus response to the following standards concerning your district by circling the number that most accurately describes the current status of the district. The consensus response should represent a large sampling of district personnel most closely associated with the various personnel plans and procedures. Also, circle either C or D to indicate if the response to the statement is merely consensus or if the response can be substantiated with documentation.

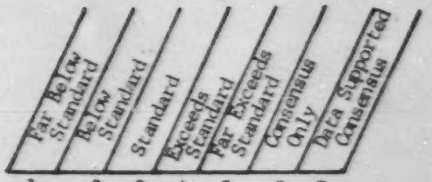


1. Professional personnel are graduates of approved colleges or recognized by TEA for employment purposes. 1 2 3 4 5 C D

2. All personnel are appropriately certified for their current assignments. 1 2 3 4 5 C D

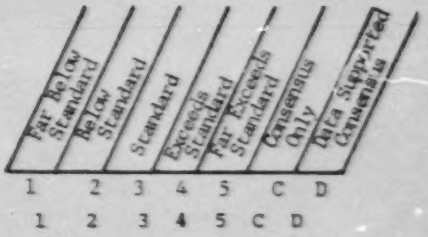
3. A listing of personnel, including information on degrees, colleges, years experience, certification, staff development or college credit recorded with last dates of attendance, is maintained with the districts permanent records. 1 2 3 4 5 C D

4. A plan for continuing professional growth and in-service education has been approved by the board of trustees. This plan includes definite allocation of funds and staff time, a specific staff member in charge of implementing the plan on the basis of a self-evaluation needs assessment. 1 2 3 4 5 C D



		1	2	3	4	5	C	D
5.	Teacher-pupil ratios and class sizes are appropriate to the program.	1	2	3	4	5	C	D
6.	Ethnicity of community is considered in the recruitment of personnel.	1	2	3	4	5	C	D
7.	Job descriptions have been developed for professional and non-professional staff, and these have been approved by the board of trustees.	1	2	3	4	5	C	D
8.	Non-professional instructional personnel are assigned only to professional instructional personnel.	1	2	3	4	5	C	D
9.	The plan for inservice education provides training for non-professional instructional personnel.	1	2	3	4	5	C	D

10. The district has approved procedures for collecting information on non-professional personnel in non-instructional duties. These data are considered: experience, turn-over rate, supervision procedures, assignment formulae, means of evaluation, etc.



Summary Statement of District Status

Briefly describe the current status of the district based upon the responses presented above and any other information that may not be covered in the preceding statements.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

District Plans for Continuing Improvement

Describe the district's plans for improvement, especially in those areas that are judged standard or below. Please indicate dates when improvement or changes will occur.

SCHEDULE

ITEM #: _____ TOPIC: _____ DATES: _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

REQUIREMENTS IN PREPARATION FOR ASSIGNMENTS
Grades 7 and 8 Departmentalized

SUBJECT	Minimum Requirements for Those Teaching the Subject Prior to September 1, 1962	Required of Those Beginning to Teach the Subject After September 1, 1962 (if certificate dated prior to September 1, 1966), and of those Teaching the Subject with an Elementary Certificate	Areas of Specialization (A.S.) or Teaching Fields (T.F.) Required of Those with All-level Certificates and of those whose Secondary Certificates are dated on or after September 1, 1966 (Effective 9-1-66 except where otherwise noted)	
			Area of Specialization	Teaching Field
BUSINESS				
Typewriting, 8th grade	A college course in typewriting	A college course in typewriting, if teaching one or two classes, or specific preparation in secretarial science		T.F. 70,71,72, or 73
LANGUAGE ARTS				
English	18 semester hours in English	18 semester hours in English		T.F. 21,22, or 26
Speech	12 semester hours in speech	12 semester hours in speech	A.S. 09 or	T.F. 21,24 or 26
FINE ARTS				
Art	12 semester hours in art	18 semester hours in art	A.S. 06 or	T.F. 50
Drama	12 semester hours in drama	18 semester hours in drama	A.S. 09 or	T.F. 25
Music, except for Applied Music (Individual Study)*	12 semester hours in music	18 semester hours in music	A.S. 08 or	T.F. 90
FOREIGN LANGUAGE				
Latin	12 semester hours in Latin	18 semester hours in Latin		T.F. 43
French	12 semester hours in French	18 semester hours in French		T.F. 41
German	12 semester hours in German	18 semester hours in German		T.F. 42
Russian	12 semester hours in Russian	18 semester hours in Russian		T.F. 45
Spanish	12 semester hours in Spanish	18 semester hours in Spanish		T.F. 44
Czech	12 semester hours in Czech	18 semester hours in Czech		T.F. 46
HEALTH	12 semester hours in health	12 semester hours in health or biology, foods, nutrition, physiology	A.S. 07 or	T.F. 80 or 81 (9-1-75)
INDUSTRIAL ARTS	12 semester hours in industrial arts	18 semester hours in industrial arts		T.F. 60
MATHEMATICS	12 semester hours in mathematics	18 semester hours in mathematics		T.F. 10
PHYSICAL EDUCATION	12 semester hours in physical education	12 semester hours in physical education	A.S. 07 or	T.F. 80 or 82 (9-1-75)

*Applied Music (Individual Study), Grade 9, is to be offered only according to the plan outlined in the Agency bulletin, Applied Music (Individual Study).

Grades 7 and 8 Departmentalized (CONTINUED)

SUBJECT	Minimum Requirements for Those Teaching the Subject Prior to September 1, 1962	Required of Those Beginning to Teach the Subject After September 1, 1962 (if certificate dated prior to September 1, 1966), and of those Teaching the Subject with an Elementary Certificate	Areas of Specialization (A.S.) or Teaching Fields (T.F.) Required of Those with All-level Certificates and of those whose Secondary Certificates are dated on or after September 1, 1966 (Effective 9-1-66 except where otherwise noted)	
SCIENCE				
Plan A				
Life Science	12 semester hours in science	18 semester hours in science (any combination of sciences)		T.F. 01,04, or Life-Earth (7-1-74)
Earth Science	12 semester hours in science	18 semester hours in science (any combination of sciences)	A.S. 18 or	T.F. 04,05, or Life-Earth (7-1-74)
Plan B				
General Science	12 semester hours in science	18 semester hours in science (any combination of sciences)	A.S. 18 or	T.F. 04, Life-Earth (7-1-74), or 24 semester hours in any combination of sciences
SOCIAL STUDIES				
Texas History and Geography, Grade 7	18 semester hours in social sciences	18 semester hours in social sciences including 12 semester hours related to the assignment**		T.F. 32,34, or 36
American History and Citizenship, Grade 8	18 semester hours in social sciences	18 semester hours in social sciences including 12 semester hours related to the assignment**		T.F. 33,34, or 36
HOMEMAKING (Non-Vocational)	12 semester hours in homemaking	18 semester hours in homemaking	A.S. 64 or	T.F. 40
VOCATIONAL EDUCATION			According to State Plan	

**Each of the special assignments listed above is described fully in the Agency bulletin, Framework for the Social Studies.

Grades 9-12

SUBJECT	Minimum Requirements for Those Teaching the Subject Prior to September 1, 1962	Required of Those Beginning to Teach the Subject After September 1, 1962 (if certificate dated prior to September 1, 1966)	Areas of Specialization (A.S.) or Teaching Fields (T.F.) Required of Those with All-level Certificates and of those whose Secondary Certificates are dated on or after September 1, 1966 (Effective 9-1-66 except where otherwise noted)	
			Area of Specialization	Teaching Field
BUSINESS				
General Business	12 semester hours in business education	24 semester hours in business education		T.F. 70,71, or 73
Typewriting I	One course in typewriting	a college course in writing if teaching one or two classes, or specific preparation in secretarial practice		T.F. 70,71,72, or 73
Typewriting II	One course in typewriting	24 semester hours in business education		T.F. 70,71,72, or 73
Business Arithmetic	12 semester hours in business education or 12 semester hours in mathematics	24 semester hours in business education		T.F. 70,71,72, or 73
Business Law	12 semester hours in business education	24 semester hours in business education		T.F. 70,71, or 73
Salesmanship	12 semester hours in business education	24 semester hours in business education		T.F. 70,71, or 73
Shorthand I-II	One course in shorthand	24 semester hours in business education		T.F. 70,71, or 72
Bookkeeping I-II	12 semester hours in business education, including a course in bookkeeping	24 semester hours in business education		T.F. 70,71,72, or 73
Record Keeping				T.F. 70,71,72, or 73
Clerical Practice	12 semester hours in business education	24 semester hours in business education		T.F. 70,71,72, or 73
Stenographic Practice	12 semester hours in business education	24 semester hours in business education		T.F. 70,71, or 72
Business Machines	12 semester hours in business education	24 semester hours in business education		T.F. 70,71,72, or 73
Business Office Experience	12 semester hours in business education	24 semester hours in business education		T.F. 70,71,72, or 73
Business Communications	12 semester hours in business education	24 semester hours in business education		T.F. 70,71,72, or 73
Business Organization and Management	12 semester hours in business education	24 semester in business education		T.F. 70,71, or 73
LANGUAGE ARTS				
English I-IV	18 semester hours in English	24 semester hours in English		T.F. 21,22, or 26
Speech I-IV	18 semester hours in English, including 6 semester hours in speech	12 semester hours in speech if teaching only one or two classes; 24 semester hours in speech if teaching three or more classes	A.S. 09 or	T.F. 21,24, or 26

Grades 9-12
(CONTINUED)

SUBJECT	Minimum Requirements for Those Teaching the Subject Prior to September 1, 1962	Required of Those Beginning to Teach the Subject After September 1, 1962 (if certificate dated prior to September 1, 1966)	Areas of Specialization (A.S.) or Teaching Fields (T.F.) Required of Those with All-level Certificates and of those whose Secondary Certificates are dated on or after September 1, 1966 (Effective 9-1-66 except where otherwise noted)	
			Area of Specialization	Teaching Field
LANGUAGE ARTS (CONTINUED)				
Journalism I-II	18 semester hours in English, including 6 semester hours in Journalism	12 semester hours in journalism if teaching only 1 or 2 classes; 24 semester hours in journalism if teaching 3 or more classes		T.F. 21,23, or 26
Reading Improvement		Specific preparation in the teaching of reading	A.S. 34 or	T.F. 21,22, or 26; plus verifiable preparation in the teaching of reading
Corrective Reading		Specific preparation in the teaching of reading	A.S. 34 or	T.F. 21,22, or 26; plus verifiable preparation in the teaching of reading
FINE ARTS				
Art I-IV	12 semester hours in art	24 semester hours in art	A.S. 06 or	T.F. 50
Drama I-III	18 semester hours in English, including 6 semester hours in drama	12 semester hours in drama if teaching only 1 or 2 classes; 24 semester hours in drama if teaching 3 or more classes	A.S. 09 or	T.F. 25
Music, except for Applied Music (Individual Study)*	12 semester hours in music	12 semester hours in music	A.S. 08 or	T.F. 90
FOREIGN LANGUAGES				
Latin	12 semester hours in Latin	24 semester hours in Latin		T.F. 43
French	12 semester hours in French	24 semester hours in French		T.F. 41
German	12 semester hours in German	24 semester hours in German		T.F. 42
Russian	12 semester hours in Russian	24 semester hours in Russian		T.F. 45
Spanish	12 semester hours in Spanish	24 semester hours in Spanish		T.F. 44
Czech	12 semester hours in Czech	24 semester hours in Czech		T.F. 46
HEALTH	12 semester hours in health or related subjects	18 semester hours in health or related subjects	A.S. 07 or	T.F. 80 or 81 (9-1-75)

*Each of the special assignments listed above is described fully in the Agency bulletin, Framework for the Social Studies.

Grades 9-12
(CONTINUED)

SUBJECT	Minimum Requirements for Those Teaching the Subject Prior to September 1, 1962	Required of Those Beginning to Teach the Subject After September 1, 1962 (if certificate dated prior to September 1, 1966)	Areas of Specialization (A.S.) or Teaching Fields (T.F.) Required of Those with All-level Certificates and of those whose Secondary Certificates are dated on or after September 1, 1966 (Effective 9-1-66 except where otherwise noted)	
			Area of Specialization	Teaching Field
INDUSTRIAL ARTS	12 semester hours in industrial arts	24 semester hours in industrial arts		T.F.
MATHEMATICS (all subjects except Calculus)	12 semester hours in mathematics	24 semester hours in mathematics		T.F. 10
Calculus		30 semester hours in mathematics, including 12 semester hours in calculus		T.F. 10 and at least 45 semester hours in mathematics including 12 semester hours in calculus and 6 semester hours in analysis (9-1-74)
PHYSICAL EDUCATION	12 semester hours in physical education	24 semester hours in physical edaucation	A.S. 07 or	T.F. 80 or 82 (9-1-75)
SCIENCE Physical Science	12 semester hours in science	24 semester hours in any combination of sciences	A.S. 18 or	T.F. 04; or T.F. 02 or 03, including a combination of sciences, until 9-1-76
			A.S. 18 or	T.F. 04 or 06 required as of 9-1-76
Biology I-II	12 semester hours in science, with at least one course in biology	24 semester hours in biology		T.F. 01 or 04
Chemistry I-II	12 semester hours in science, with at least one course in chemistry	24 semester hours in chemistry		T.F. 02 or 04
Physics I-II	12 semester hours in science, with at least one course in physics	24 semester hours in physics		T.F. 03 or 04
Advanced Science	12 semester hours in science, with at least one course in the subject of the advanced course	24 semester hours in the subject of the advanced course		T.F. 04 or 24 semester hours in the subject of the advanced course
Geology	12 semester hours in science, with at least one course in geology	24 semester hours in science, including at least 12 semester hours in geology		T.F. 04 or 05, or 24 semester hours in geology
Atmospheric Science	12 semester hours in science, with at least one course in meteorology	24 semester hours in science, including at least 12 semester hours in meteorology		T.F. 04 or 05, or 24 semester hours in earth science, including at least 12 semester hours in meteorology

Grades 9-12
(CONTINUED)

SUBJECT	Minimum Requirements for Those Teaching the Subject Prior to September 1, 1962	Required of Those Beginning to Teach the Subject After September 1, 1962 (if certificate dated prior to September 1, 1966)	Areas of Specialization (A.S.) or Teaching Fields (T.F.) Required of Those with All-level Certificates and of those whose Secondary Certificates are dated on or after September 1, 1966 (Effective 9-1-66 except where otherwise noted)
SCIENCE (CONTINUED)			
Astro-Science	12 semester hours in science, with at least one course in astronomy	24 semester hours in science, including at least 12 semester hours in astronomy	T.F. 04 or 05 or 24 semester hours in earth science including at least 12 semester hours in astronomy
Marine Science	12 semester hours in science, with at least one course in oceanography	24 semester hours in science, including at least 12 semester hours in oceanography	T.F. 04 or 05, or 24 semester hours in biology including at least 12 semester hours in marine science
Environmental Science		24 semester hours in science, including at least 12 semester hours in environmental science and/or ecology	T.F. 04, or 24 semester hours in science including at least 12 semester hours in environmental science and/or ecology
SOCIAL STUDIES			
American Studies		24 semester hours in social science, including 12 semester hours related to the assignment*	
American History	18 semester hours in social sciences		T.F. 34 or 36
American Government	18 semester hours in social sciences		T.F. 33 or 36
Advanced Texas Studies			T.F. 34 or 36
American Culture Studies			T.F. 34 or 36
American Indian Studies			T.F. 34 or 36
Mexican American Studies			T.F. 34 or 36
Negro American Studies			T.F. 34 or 36
World Studies		24 semester hours in social sciences, including 12 semester hours related to the assignment*	
World History Studies	18 semester hours in social sciences		T.F. 34 or 36
World Geography Studies	18 semester hours in social sciences		T.F. 32 or 36
Latin American Studies			T.F. 32,34, or 36

*Each of the special assignments listed above is described in the Agency bulletin, Framework for the Social Studies.

SUBJECT	Minimum Requirements for Those Teaching the Subject Prior to September 1, 1962	Required of Those Beginning to Teach the Subject After September 1, 1962 (if certificate dated prior to September 1, 1966)	Areas of Specialization (A.S.) or Teaching Fields (T.F.) Required of Those with All-level Certificates and of those whose Secondary Certificates are dated on or after September 1, 1966 (Effective 9-1-66 except where otherwise noted)
SOCIAL STUDIES (CONTINUED)			
World Studies (Cont.)			
European Studies			T.F. 32,34, or 36
Asian Studies			T.F. 32,34, or 36
African Studies			T.F. 32,34, or 36
Advanced Social Science Problems		24 semester hours in social sciences	T.F. 31,32,33,34, 35,36,37, or 38
Introduction to Social Science Disciplines		24 semester hours in social sciences, including 12 semester hours related to the assignment*	
Anthropology			T.F. 36 or 38 (9-1-77)
Economics			T.F. 31 or 36
Philosophy			T.F. 36, including at least 12 semester hours in philosophy
Psychology			T.F. 36 or 35 (9-1-75)
Sociology			T.F. 36 or 37 (9-1-75)

*Each of the special assignments listed above is described fully in the Agency bulletin, Framework for the Social Studies.

VOCATIONAL EDUCATION COURSES	According to the State Plan for each area			
MISCELLANEOUS COURSES				
Driver Education Instruction	Certificate for driver education	Certificate for driver education	A.S. 03	
General Agriculture (Non-vocational)	12 semester hours in agriculture	24 semester hours in agriculture	A.S. 63 or	T.F. 30
General Homemaking (Non-vocational)	12 semester hours in homemaking	24 semester hours in homemaking	A.S. 64 or	T.F. 40
Bible	If taught as literature, see required preparation for English I-IV; if taught as history, see required preparation for World History Studies			
Free Enterprise System	Completion of an approved program of teacher education, and 12 semester hours related to the assignment from one or more of the fields of Vocational Education, Social Science, or Business Education			
Aerospace/Aviation Education I-II			Secondary certification, plus 1. Private pilot license or higher; or 2. Basic ground instructor license or higher; or 3. Six semester hours or the equivalent in Aerospace/Aviation Education (course or workshop)	

KEY TO CODES -- AREAS OF SPECIALIZATION

05 Driver Education

06 Art--All Level

07 Health and Physical Education--All Level

08 Music--All Level

09 Speech & Drama--All Level

18 Elementary Physical Science

34 Reading Specialist

63 Vocational Agriculture

64 Vocational Home Economics

98 Vocational Office Education

KEY TO CODES -- TEACHING FIELDS

01 Biology

02 Chemistry

03 Physics

04 Science, Composite

05 Earth Science

Life Earth

Life and Earth

Science Gr. 7-8

06 Physical Science

10 Mathematics

[illegible] Communicative Arts

22 English

23 Journalism

24 Speech

25 Drama

26 English Language Arts, Composite

30 Agriculture

31 Economics

32 Geography

33 Government--Political Science

34 History

35 Psychology

36 Social Science, Composite

37 Sociology

38 Anthropology

40 Homemaking

41 French

42 German

43 Latin

44 Spanish

45 Russian

46 Czech

50 Art

60 Industrial Arts

70 Business, General, Composite

71 Business Administration

72 Secretarial Science

73 Business, General, Composite (Without Shorthand)

80 Health and Physical Education

81 Health

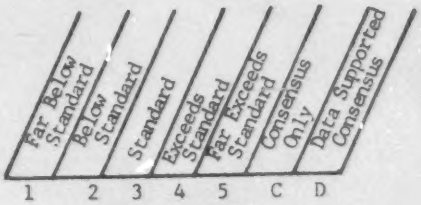
82 Physical Education

90 Music

PRINCIPLE VIII

THE METHODS, TECHNIQUES, AND PROCEDURES EMPLOYED BY TEACHERS CONFORM TO THE MATURITY, NEEDS, AND ABILITIES OF THE PUPILS AND TO REQUIREMENTS OF THE SUBJECT. TEACHING SUPPLIES AND EQUIPMENT OF ACCEPTABLE QUALITY, QUANTITY, AND VARIETY ARE PROVIDED BY THE SCHOOL SYSTEM AND USED IN THE CLASSROOMS.

Please provide a consensus response to the following standards concerning your instructional methods and supplies by circling the number that most accurately describes the current status of the district. The consensus response should represent a large sampling of instructional personnel: department heads, supervisors, curriculum directors, teachers. Also, circle either C or D to indicate if the response to the standard is consensus only or if the response is substantiated by documentation.

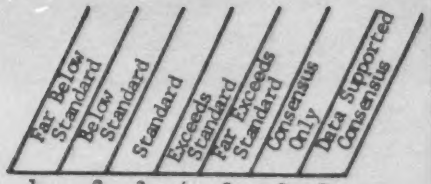


1. Methods, techniques, procedures and materials used by teachers conform to the ability and maturity of individual students, and to the subject requirements. 1 2 3 4 5 C D

2. Using a variety of instructional methods and techniques, teachers organize classroom activities to provide a balance of study, expression, listening, observation, creativity, aesthetic appreciation, physical activity and relaxation. 1 2 3 4 5 C D

3. Materials and learning experiences are provided for varying levels of ability. 1 2 3 4 5 C D

4. Furniture and equipment may be moved to provide individual and group instruction. 1 2 3 4 5 C D



5. Personnel assigned to the supervision responsibility are adequate in number and have sufficient time to coach and support teachers' ingenuity and initiative to improve instruction.

1 2 3 4 5 C D

6. Teachers demonstrate creativity and sound professional judgment in selecting, making, and using a variety of multisensory teaching-learning media.

1 2 3 4 5 C D

7. Equipment and supplies of each room are adapted to the needs of the pupils.

1 2 3 4 5 C D

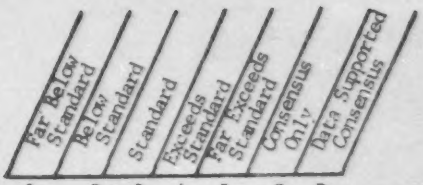
8. The school provides teaching equipment and supplies as evidenced by budget allocations, efficient requisitioning procedures, making them available equally to all teachers.

1 2 3 4 5 C D

9. Special furniture needs are provided for (e.g. work tables, shelving, storage space, file cabinets, etc.)

1 2 3 4 5 C D

10. Classroom relationships between teachers and pupils are conducive to learning (e.g. Children are attentive; discipline is maintained, self-discipline is evident in children's behavior, activities progress without excessive direction from teacher; children demonstrate initiative in their learning activities.)



1 2 3 4 5 C D

11. Community resources, human and material, are identified and employed to vitalize instruction. (e.g. community survey)

1 2 3 4 5 C D

12. The curriculum includes study of the community, its needs and benefits.

1 2 3 4 5 C D

Summary Statement of Current District Status

Briefly describe the current status of the district based upon the responses presented above and any other information that may not be covered in the preceding statements.

District Plans for Continuing Improvement

Describe the district's plans for improvement, especially in those areas that are judged standard or below. Please indicate dates when improvement or changes will occur.

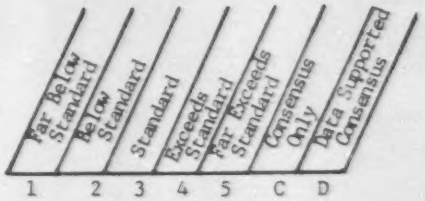
SCHEDULE

Item #:	TOPIC:	DATES:

PRINCIPLE IX

EACH SCHOOL SYSTEM OPERATES ACCORDING TO A PLANNED PROGRAM DESIGNED TO ACCOMPLISH THE EDUCATIONAL AIM OF EACH OF ITS CAMPUSES AND CLASSROOM UNITS.

Please provide a consensus response to the following statements concerning your district by circling the number which most accurately describes the current status of the district. Also circle either C or D to indicate if the response to the statement is merely a consensus or if the response can be substantiated with documentation.



1. Teachers have instructional plans based on state and local curriculum materials and guides. Please read the following statements before responding to this standard.

   The plan is adjusted to the particular needs of the class; teachers cooperate in the development of a system-wide plan of instruction; individual teachers base their daily instruction on the system-wide plan; teachers change plans and procedures in teaching when conditions indicate need; teachers place special emphasis on instructional planning in new programs.

2. Courses offered for a unit of credit in grades 9-12 are scheduled for a minimum of 160 clock hours of class instruction.

   1 2 3 4 5 C D

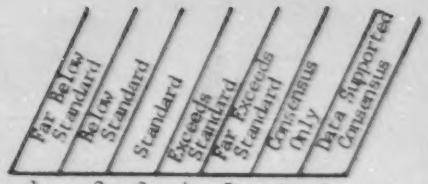
   A course may be considered completed and credit awarded under either of the following conditions:

   - The student has been enrolled in a course scheduled for the minimum clock hours and has made satisfactory progress.
   - The student has demonstrated achievement by meeting the standard requirements of the course, regardless of the time he has been enrolled in the course.

   NOTE: A unit of credit is the equivalent of the study of a subject that is scheduled for 160 clock hours, which traditionally is one 55-minute period per day for the school year.

   This definition is based on the usual operation of schools. Deviations from the usual operation are acceptable for meeting the unit of credit so long as the school makes available the amount of time required to permit the individual to meet the acceptable achievement standards for the course.

   A quarter unit of credit is one-third of the 160 clock hours, or one-third of the acceptable achievement standards for the course.



3. There is a maximum of six hours per school day, excluding lunch periods.

1 2 3 4 5 C D

Texas statutes provide that schools shall be in session for not less than seven hours each day, including intermissions and recesses.

Schools are permitted to dismiss primary grades somewhat earlier than the other grades.

Note: Schools that are crowded may receive permission to operate temporarily on half-day sessions from the Division of Administrative Services, Texas Education Agency.

4. There is a minimum of 180 days of actual instruction per year.

1 2 3 4 5 C D

PRINCIPLE X

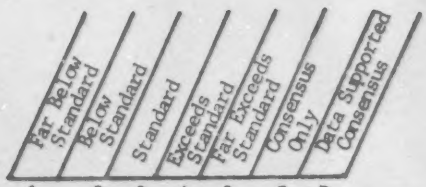
THE SCHOOL PLANT IS SUITABLE IN DESIGN, SIZE, AND EQUIPMENT TO MEET THE NEEDS OF THE INSTRUCTIONAL PROGRAM OF THE COMMUNITY.

What kinds of teaching/learning spaces are provided? (e.g. conventional classrooms, open areas, resource centers, carrels, libraries, language laboratories, science laboratories, vocational facilities, etc.)

On the basis of the above information, the following needs for new design, space, and equipment are identified.

What other ways does the district employ to ascertain projected facilities needs? What are these needs?

Please provide a consensus response to the following standards concerning your district by circling the number that most accurately describes the current status of the district. The consensus response should represent a large sampling of school personnel, including administrators, teachers, students, board members, and parents. Also, circle C or D to indicate if the response to the standard is merely a consensus or if the response can be substantiated with documentation.



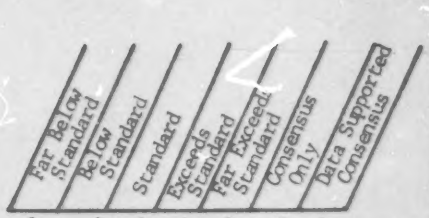
1. The school site is easily and safely accessible at all times and under all conditions.

2. School grounds are clean, landscaped, and free from hazards. 1 2 3 4 5 C D

3. The school facility is maintained on a continuing basis, and custodial staff is available and adequate to maintain school property. 1 2 3 4 5 C D

4. Classrooms are sufficient in number, size, design, and arrangement to accommodate the instructional program assigned to them. 1 2 3 4 5 C D

5. Classroom equipment and furniture are of the type and size suited to instructional program. 1 2 3 4 5 C D



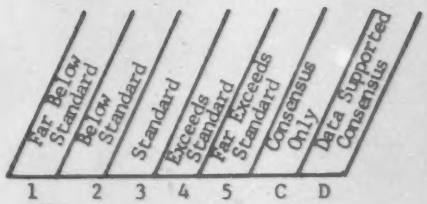
6. Restrooms are sufficient in number, clean, sanitary, operable, and afford privacy. 1 2 3 4 5 C D

7. Workrooms for teachers are sufficient in number, conveniently located, adequately equipped. 1 2 3 4 5 C D

8. Storage space for textbooks, janitorial supplies, duplicating equipment, media supplies, etc., is adequate to need. 1 2 3 4 5 C D

9. Equipment and facilities for instruction with a vocational focus compare with that found in occupational areas for which instruction is designed. 1 2 3 4 5 C D

10. The district maintains a warehousing plan that is adequate. 1 2 3 4 5 C D



11. The district maintains an adequate, up-to-date, system for inventorying supplies.

1 2 3 4 5 C D

12. The district has established procedures for submitting contracts to competitive bidding.

1 2 3 4 5 C D

13. Cooperative ventures with other area school districts and governmental agencies are continually examined as a possible means for economic buying.

1 2 3 4 5 C D

Summary Statement of Current District Status

Briefly describe the current status of the district based upon the responses presented above and any information that may not be covered in the preceding statements.

District Plans for Continuing Improvement

Describe the district's plan for improvement especially in areas that are minimum standard or below. Please indicate dates when improvements or changes will occur.

SCHEDULE

ITEM #:	TOPIC:	DATES:

FACILITIES SURVEY FORM

Please fill out a separate FACILITIES SURVEY FORM on each building in the district and include a diagram of each building or campus unit.

GENERAL INFORMATION

Building Name or Designation_____ **Age of Structure**_____

Total Square Footage_____ **Square Feet per Pupil**_____

Type of Construction_____ **Type of Cooling System**_____

Type of Heating System_____

Primary Use of Facility (Instruction, Administration, Maintenance, etc.)_____

_____

Other general information concerning the facility_____

_____

_____

_____

_____

_____

_____

_____

_____

Please provide a consensus response to the following aspects of the school's facilities. The "standard," here, is arrived at by a large sampling of persons familiar with the facility and should include administrators, teachers, board members, students and parents.

	Far Below Standard	Below Standard	Standard	Exceeds Standard	Far Exceeds Standard	Consensus Only	Data Supported Consensus
	1	2	3	4	5	C	D
1. The location of the facility is easily accessible to the students.	1	2	3	4	5	C	D
2. The location has no detectable hazards.	1	2	3	4	5	C	D
3. The location promotes the various objectives of instruction.	1	2	3	4	5	C	D
4. The playground is adequate for recreational and educational objectives.	1	2	3	4	5	C	D

		1 Far Below Standard	2 Below Standard	3 Standard	4 Exceeds Standard	5 Far Exceeds Standard	C Consensus Only	D Data Supported Consensus
5.	The grounds are attractive and well kept.	1	2	3	4	5	C	D
6.	The appearance of the building is attractive, both inside and out.	1	2	3	4	5	C	D
7.	The stairs and corridors are adequate and safe.	1	2	3	4	5	C	D
8.	The building is arranged to encourage community use.	1	2	3	4	5	C	D
9.	The building is accessible for use by the physically handicapped.	1	2	3	4	5	C	D
10.	Lighting is adequate throughout the building and grounds for promotion of instructional convenience and safety.	1	2	3	4	5	C	D
11.	Electrical outlets are safely designed, easily accessible, and adequate in number.	1	2	3	4	5	C	D
12.	The maintenance and inspection of the lighting system is timely to insure proper lighting and safety.	1	2	3	4	5	C	D
13.	A comfortable conditioning of temperature is maintained.	1	2	3	4	5	C	D
14.	The heating, cooling, ventilation systems are adequately flexible to provide for different requirements and uses.	1	2	3	4	5	C	D
15.	Drinking facilities are convenient, safely located and adequately maintained for efficient operation.	1	2	3	4	5	C	D
16.	The number and location of restroom facilities are adequate to needs.	1	2	3	4	5	C	D
17.	Restrooms are maintained in a sanitary condition.	1	2	3	4	5	C	D
18.	Storage space is adequate throughout the building.	1	2	3	4	5	C	D
19.	Precautions are taken against damage by fire, including an adequate number of currently serviced fire extinguishers.	1	2	3	4	5	C	D
20.	There is adequate, flexible space provided for accommodation of small and large group activities.	1	2	3	4	5	C	D
21.	Assembly spaces are adequate to needs.	1	2	3	4	5	C	D
22.	Facilities and equipment of the assembly area are adequate to needs.	1	2	3	4	5	C	D
23.	There is adequate provision of teacher work spaces and conference areas.	1	2	3	4	5	C	D
24.	There is adequate space for dining.	1	2	3	4	5	C	D
25.	There is adequate space and equipment for food preparation and storage.	1	2	3	4	5	C	D
26.	There are facilities for first aid treatment of minor illnesses or injuries.	1	2	3	4	5	C	D

Summary Statement of Current Facility Status

Briefly describe the current status of the facility based upon the responses presented above and any other information pertinent to facilities that may not be covered in the preceding statements (include age of building and general condition).

_____

_____

_____

_____

_____

_____

_____

_____

District Plans for Continuing Improvement of Facility

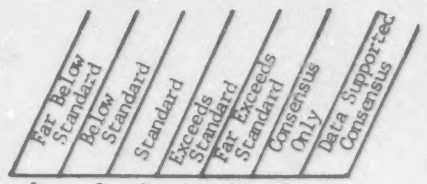
Describe the districts plan for improvement of the facility, especially in those areas that there is indication of need. Please indicate dates when improvement or changes will occur.

SCHEDULE

ITEM #:	TOPIC:	DATES:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PRINCIPLE XI

THE ACCREDITED STATUS OF A SCHOOL SYSTEM IS DETERMINED ON THE BASIS OF ITS TOTAL PROGRAM RATHER THAN ON THE BASIS OF INDIVIDUAL SUBJECTS OR SEPARATE INSTRUCTIONAL UNITS OR LEVELS. THE ATTAINMENT OF ALL STANDARDS IS ACHIEVED SEPARATELY BY THE SEVERAL SCHOOLS WHICH CONSTITUTE A TOTAL SYSTEM. THE ACCREDITED STATUS OF THE SYSTEM AS A WHOLE DEPENDS UPON COMPLIANCE BY EACH SCHOOL UNIT.



1. There is coordination of the various campus units within each level of instruction as well as between levels. (e.g. textbooks, administration of district policies, curriculum, staff development)

1 2 3 4 5 C D

2. When schools customarily send or receive pupils from other districts, a cooperative program has been developed to provide continuity of instruction for pupils. This cooperative program includes: Exchange of pupil personnel data; cooperative planning of programs to ensure continuity for transferred pupils; intervisitation of teachers; exchange of handbooks and guides.

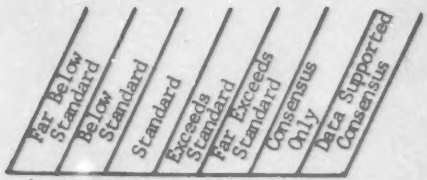
1 2 3 4 5 C D

3. Equivalent balances are maintained between campus units within the school system.

1 2 3 4 5 C D

4. No segment of the system is overcrowded or underequipped in order to provide programs in other segments.

1 2 3 4 5 C D



5. A balance of quality and quantity of equipment supplies and services prevails among the several areas of instruction within the total offerings of the system.

Summary Statement of Current District Status

Briefly describe the current status of the district based upon the responses presented above and any information that may not be covered in the preceding statements.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

District Plans for Continuing Improvement

Describe the district's plan for improvement especially in areas that are minimum standard or below. Please indicate dates when improvements or changes will occur.

ITEM #: _____ TOPIC: _____ DATES: _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

LIST OF APPROVED COURSES, GRADES 7-12

QUARTER PLAN

COURSES	GRADE PLACEMENT	QUARTER TIME (7-8) OR CREDIT (9-12)	PREREQUISITE AND OTHER INFORMATION
BUSINESS EDUCATION			
Typewriting	8	45 clock hours, maximum	
General Business	9-10	1, 2, 3 quarters	
Typewriting I	9-12	1, 2, 3 quarters	
Typewriting II	10-12	1, 2, 3 quarters	Typewriting I - 3 quarters
Business Arithmetic	10-12	1, 2, 3 quarters	3 quarters, mathematics
Business Law	11-12	1, 2 quarters	
Salesmanship	11-12	1, 2, 3 quarters	
Shorthand I	11-12	3 quarters	*Typewriting I - 3 quarters
Shorthand II	12	1, 2, 3 quarters	Typewriting I and Shorthand I
Bookkeeping I	11-12	3 quarters	
Bookkeeping II	12	1, 2, 3 quarters	Bookkeeping I
Record Keeping	11-12	1, 2, 3 quarters	
Clerical Practice	12	1, 2, 3 quarters	Typewriting I - 3 quarters
Stenographic Practice	12	1, 2, 3 quarters	*Shorthand I
Business Machines	12	1, 2, 3 quarters	*Typewriting I - 3 quarters
Business Office Experience	12	3, 4, 5, 6 quarters	Typewriting I - 3 quarters, Shorthand I, and Bookkeeping I
Business Communications	12	1, 2, 3 quarters	9 quarters English
Business Organization and Management	11-12	1, 2, 3 quarters	
ENGLISH LANGUAGE ARTS			
English Language Arts	7	260 clock hours, required maximum	
English Language Arts	8		
Corrective English Language Arts	7	45 clock hours minimum	Concentrated in one or more areas of English language arts
Corrective English Language Arts	8	45 clock hours minimum	
Speech	8	45 clock hours minimum	
English I	9	3 quarters	9 quarters required, taken in sequence, if possible
English II	10	3 quarters	
English III	11	3 quarters	
English IV	12	3 quarters	
Speech I	9-12	1, 2, or 3 quarters	3 quarters, maximum
Speech II	9-12	1, 2, or 3 quarters	
Speech III	9-12	1, 2, or 3 quarters	Speech I, 3 quarters
Speech IV	10-12	1, 2, or 3 quarters	Speech I, 3 quarters
Journalism I	10-12	3 quarters	
Journalism II	11-12	2, 3 quarters	Journalism I
Reading Improvement	9-12	1 quarter	
Corrective Reading	9-12	1, 2 quarters	
FINE ARTS			
ART			
Art	7-8	45 clock hours minimum	
Art I	9-12	1, 2, 3 quarters	Taken in sequence
Art II	10-12	1, 2, 3 quarters	Art I
Art III	11-12	1, 2, 3 quarters	Art I and II
Art IV	12	1, 2, 3 quarters	Art I, II, and III
DRAMA			
Drama	8	45 clock hours maximum	
Drama I	9-12	1, 2, 3 quarters	
Drama II-III	10-12	1, 2, 3, 4, 5, 6 quarters	Drama I, 3 quarters
MUSIC			
Applied Music (Individual Study)*	8		
General Music	7-8	135 clock hours maximum	
Band	7-8	135 clock hours maximum	
Choral Music	7-8	135 clock hours maximum	
Orchestra	7-8	135 clock hours maximum	
Band I-IV	9-12	3, 6, 9, 12 quarters	
Choral Music I-IV	9-12	3, 6, 9, 12 quarters	
Orchestra I-IV	9-12	3, 6, 9, 12 quarters	
Music Theory I	9-12	3 quarters	
Music Theory II	10-12	3 quarters	Music Theory I
Music History and Literature	10-12	3 quarters	
Applied Music (Individual Study)* I-IV	9-12	2, 4, 6, 8 quarters	

*Applied Music (Individual Study) is to be offered only according to the plan outlined in the Agency bulletin, Applied Music (Individual Study).

COURSES	GRADE PLACEMENT	QUARTER TIME (7-8) OR CREDIT (9-12)	PREREQUISITE AND OTHER INFORMATION
FOREIGN LANGUAGES			
Latin I-VI	7-12	(Gr. 7-8) 135 clock hours (Gr. 9-12) 3, 6, 9, 12 quarters	Taken in sequence through Level III
French I-VI	7-12	(Gr. 7-8) 135 clock hours (Gr. 9-12) 3, 6, 9, 12 quarters	Taken in sequence through Level III
German I-VI	7-12	(Gr. 7-8) 135 clock hours (Gr. 9-12) 3, 6, 9, 12 quarters	Taken in sequence through Level III
Russian I-IV	7-12	(Gr. 7-8) 135 clock hours (Gr. 9-12) 3, 6, 9, 12 quarters	Taken in sequence through Level III
Spanish I-VI	7-12	(Gr. 7-8) 135 clock hours (Gr. 9-12) 3, 6, 9, 12 quarters	Taken in sequence through Level III
Czech I-II	7-12	(Gr. 7-8) 135 clock hours (Gr. 9-12) 3, 6, quarters	Taken in sequence
HEALTH			
Health Education	7-8	45 clock hours maximum	
Health Education I	9-10	2 quarters, required	
Health Education II	10-12	1, 2 quarters	Health Education I
Advanced Physiology and Hygiene	10-12	1, 2 quarters	Health Education I
INDUSTRIAL ARTS			
CRAFTS			
Introductory Crafts	7-8	45 clock hours, maximum	
General Crafts	9-12	1, 2, 3 quarters	
Ceramics	10-12	1, 2, 3 quarters	
Jewelry	10-12	1, 2, 3 quarters	
Leatherworking	10-12	1, 2, 3 quarters	
Plastics	10-12	1, 2, 3 quarters	
DRAFTING			
Introductory Drafting	7-8	45 clock hours, maximum	
General Drafting	9-12	1, 2, 3 quarters	
Architectural Drafting I	10-12	1, 2, 3 quarters	General Drafting
Architectural Drafting II	11-12	1, 2, 3 quarters	Architectural Drafting I
Machine Drafting I	10-12	1, 2, 3 quarters	General Drafting
Machine Drafting II	11-12	1, 2, 3 quarters	Machine Drafting I
Pre-Engineering Descriptive Geometry	12	1, 2, 3 quarters	Algebra 4, Geometry
Pre-Engineering Drafting	10-12	1, 2, 3 quarters	Geometry
Technical Drafting I	10-12	1, 2, 3 quarters	General Drafting
Technical Drafting II	11-12	1, 2, 3 quarters	Technical Drafting I
ELECTRICITY ELECTRONICS			
Introductory Electricity	7-8	45 clock hours, maximum	
General Electricity	9-12	1, 2, 3 quarters	
Basic Electronics	10-12	1, 2, 3 quarters	General Electricity
GRAPHIC ARTS			
General Graphic Arts	9-12	1, 2, 3 quarters	
Photography I	10-12	1, 2, 3 quarters	
Photography II	11-12	1, 2, 3 quarters	Photography I
Printing I	10-12	1, 2, 3 quarters	
Printing II	11-12	1, 2, 3 quarters	Printing I
GENERAL SHOP			
Introductory General Shop	7-8	45 clock hours, maximum	
General Shop I	9-12	1, 2, 3 quarters	
General Shop II	10-12	1, 2, 3 quarters	General Shop I

COURSES	GRADE PLACEMENT	QUARTER TIME OR CREDIT (9-12)	PREREQUISITES AND OTHER INFORMATION
INDUSTRIAL MATERIALS & PROCESSES			
Construction Technology	7-8	45 clock hours, minimum	
Manufacturing Technology	9-12	1, 2, 3 quarters	
Industrial Materials and Processes	10-12	1, 2, 3 quarters	
METALWORKING			
Introduction to Metalworking	7-8	45 clock hours, minimum	
General Metalworking I	9-12	1, 2, 3 quarters	
General Metalworking II	10-12	1, 2, 3 quarters	General Metalworking I
POWER MECHANICS			
General Power Mechanics I	9-12	1, 2, 3 quarters	
General Power Mechanics II	10-12	1, 2, 3 quarters	General Power Mechanics I
WOODWORKING			
Introduction to Woodworking	7-8	45 clock hours, minimum	
General Woodworking	9-12	1, 2, 3 quarters	
Machine Woodworking	10-12	1, 2, 3 quarters	General Woodworking
MATHEMATICS			
Mathematics	7-8	successful completion	
Fundamentals of Mathematics (1q, 2q, 3q, 4q, 5q, 6q)	9-10	1, 2, 3, 4, 5, 6 quarters	FOM 1q, 2q, 7 grade levels below in mathematics achievement FOM 3q, Not open to students with credit in Algebra 1q, 2q FOM 4q, 5q, 6q, Not open to students with credit in Alg. 3q
Introduction to Algebra (1q, 2q, 3q, 4q, 5q, 6q)	9-10	1, 2, 3, 4, 5, 6 quarters	IA 1q, 2q, One grade level below in mathematics achievement. Not open to students with credit in Alg. 1q
Algebra (1q, 2q, 3q)	9-10	1, 2, 3 quarters	Alg. 1q, None Alg. 2q, IA 4q or Alg. 1q Alg. 3q, Alg. 2q
Algebra (4q, 5q, 6q)	10-11	1, 2, 3 quarters	Alg. 4q, Alg. 3q Alg. 5q, Alg. 4q Alg. 6q, Alg. 5q
Geometry (1q, 2q, 3q)	10-11	1, 2, 3 quarters	Geom. 1q, Alg. 1q or IA 6q Geom. 2q, Geom. 1q Geom. 3q, Geom. 2q
Trigonometry (1q, 2q)	11-12	1, 2 quarters	Trig. 1q, Alg. 3q and Geom. 1q Trig. 2q, Trig. 1q
Analytic Geometry (1q, 2q)	11-12	2 quarters	A.G. 1q, Trig. 1q and Alg. 6q A.G. 2q, A.G. 1q
Elementary Analysis (1q, 2q)	11-12	2 quarters	E.A. 1q, Trig. 1q and Alg. 6q E.A. 2q, E.A. 1q
Probability and Statistics	11-12	1 quarter	Alg. 6q
Mathematics of Consumer Economics (1q, 2q, 3q)	11-12	1, 2, 3 quarters	Alg. 3q or IA 6q
Computer Mathematics (1q, 2q, 3q)	10-12	1, 2, 3 quarters	Comp. Math 1q, None Comp. Math 2q, 1q Comp. Math 3q
Calculus with Analytic Geometry (1q, 2q, 3q)	11-12	3 quarters	Calc. with A.G. 1q E.A. 2q Calc. with A.G. 2q Calc. with A.G. 1q Calc. with A.G. 3q Calc. with A.G. 2q
Independent Study Courses			
Number Theory	11-12	1 quarter	Alg. 6q and Geom. 3q
Linear Programming	11-12	1 quarter	A.G. 2q
Elem. Linear Alg.	11-12	1 quarter	A.G. 2q
History of Math	11-12	1 quarter	IA 6q or Alg. 3q
Survey of Math	11-12	1 quarter	2 years of math
PHYSICAL EDUCATION			
Physical Education	7-8	135 clock hours, minimum	
Physical Education I-IV	9-12	Up to 12 quarters, 3 quarters required	Taken in sequence
SCIENCE			
Plan A			
Life Science	7-8	45/90 clock hours, minimum	135 clock hours, minimum
Earth Science	7-8	45/90 clock hours, minimum	
Plan B			
General Science	7-8	135 clock hours, minimum	
Physical Science	9-12	1 quarter	
Biology I	9-12	1 quarter	
Chemistry I	9-12	1 quarter	
Physics I	9-12	1 quarter	
Earth Course in Geology	10-12	1, 2 quarters	1 quarter of one applied science course
Earth Course in Atmospheric Science	10-12	1, 2 quarters	
Earth Course in Astronomy	10-12	1, 2 quarters	
Earth Course in Marine Science	10-12	1, 2 quarters	
Biology II	12	1 quarter	Biology I, Chemistry I
Chemistry II	12	1 quarter	Chemistry I, Physics I
Physics II	12	1 quarter	Chemistry I, Physics I
Advanced Science	12	1 quarter	Two of the following: Biology I, Chemistry I, Physics I
Environmental Science	11-12	1, 2, 3 quarters	Biology I
SOCIAL STUDIES			
AMERICAN STUDIES			
Texas History and Geography	7	135 clock hours, required minimum	OR the total 270 clock hours must be in Texas History (Statutory requirement)
American History and Citizenship	8	135 clock hours, required minimum	Content includes the first part of a two-year program in American History, the second year to be given in the 11th grade (1-12)
American History	9-12	1 quarter, required	Content includes the second part of two-year program in American History begun in Grade 8.
American Government	10-12	2, 3 quarters (2 required)	
Advanced Texas Studies	10-12	1, 2 quarters, elective	
American Culture Studies	10-12	1, 2 quarters, elective	
American Indian Studies	10-12	1, 2 quarters, elective	
Mexican American Studies	10-12	1, 2 quarters, elective	
Negro American Studies	10-12	1, 2 quarters, elective	
WORLD STUDIES			
World History Studies	9-12	1 quarter required in either World History or World Geography studies	
World Geography Studies	9-12	1 quarter required in either World Geography or World History Studies	
Latin America Studies	10-12	1, 2 quarters, elective	
European Studies	10-12	1, 2 quarters, elective	
Asian Studies	10-12	1, 2 quarters, elective	
African Studies	10-12	1, 2 quarters, elective	
ADVANCED SOCIAL SCIENCE PROBLEMS	10-12	1, 2 quarters, elective	
INTRODUCTION TO SOCIAL SCIENCE DISCIPLINES			
Anthropology	10-12	1, 2 quarters, elective	
Economics	10-12	1, 2 quarters, elective	
Philosophy	10-12	1, 2 quarters, elective	
Psychology	10-12	1, 2 quarters, elective	
Sociology	10-12	1, 2 quarters, elective	

*If taught as an elective course, credit may be 1, 2, or 3 quarters units.

COURSES	GRADE PLACEMENT	CREDIT (1 UNIT = 120 CLOCK HOURS OF CREDIT) (9-12)	PREREQUISITES AND OTHER INFORMATION
VOCATIONAL EDUCATION			
***AGRICULTURE**			
Voc. Ag I	9-12	One to quarters	
Voc. Ag II	10-12	One to quarters	Voc. Ag I
Voc. Ag III	11-12	One to quarters	Voc. Ag I
Voc. Ag IV	11-12	One to quarters	Voc. Ag I, either Ag II or Ag III
Group I	11-12	to quarter units for 1045 clock hours plus 525 hours of supervised work experience	16 years of age
Group II	11-12	to quarter units for 1045 clock hours plus 525 hours of supervised work experience	16 years of age
Pre-employment I	11-12	quarter units for 450 clock hours of classroom and laboratory training OR to quarter units for 450 clock hours of classroom and lab oratory training	
Pre-employment II	11-12	quarter units for 1045 clock hours of classroom and laboratory training OR to quarter units for 630 clock hours of classroom and lab oratory training	

*All Vocational Agriculture students must be enrolled for 3 consecutive quarters in the school year in order for credit to be granted in earned.

COORDINATED VOCATIONAL-ACADEMIC EDUCATION

Academic Phase

English/Language Arts	7-8	270 clock hours required minimum
English I-IV	9-12	1 1/2 units, 9 units required
Mathematics	7-8	270 clock hours, required minimum
Mathematics I-II	9-12	6 units required
Science	7-8	135 clock hours, minimum
Science I-II	9-12	6 units required
Social Studies	7-8	270 clock hours, required. Texas History and Geography in Grade 7, America History and Citizenship in Grade 8.
Social Studies I-III	9-12	6 units required: American History, 1 units, World History or World Geography Studies, 1 units, American Government, 1 units.

Vocational Phase

Pre-employment Laboratory Training*	7-8	consecutive class periods daily.	14 years of age
	9-12	to quarters clock hours of classroom and shop instruction per year.	
Cooperative Training**	9-12	to quarters for 1045 clock hours, plus 525 hours of supervised work experience	16 years of age

*VEAP – Pre-employment Laboratories programs are offered in Agriculture, Homemaking, Office and Industrial Education.

**VCAE – Cooperative Training is offered in Industrial Education.

DISTRIBUTIVE EDUCATION

Distributive Education I	11-12	6 quarters for 1045 clock hours plus 525 hours of supervised work experience	16 years of age

COURSES	GRADE PLACEMENT	CREDIT (1 UNIT = 120 CLOCK HOURS OF CREDIT) (9-12)	PREREQUISITES AND OTHER INFORMATION
INDUSTRIAL EDUCATION			
Single Skilled Occupations	10-12*	6 quarters for each 720 clock hours of instruction	None
Skilled Occupations Shop Programs	10-12	quarter for each 450 hours of instruction	None
Vocational Industrial Cooperative Training	11-12	6 quarters for 1045 clock hours of instruction plus 525 hours of supervised work experience per year, 12 quarters total	16 years of age
OFFICE EDUCATION			
Office Education Cooperative Training	12	6 quarters for 1045 clock hours plus 525 hours of supervised work experience	16 years of age. 1 quarter typewriting, shorthand for secretarial occupations, bookkeeping for accounting occupations, and office machine operation.
Pre-employment Laboratory in Office Education	11 or 12	6 quarters for 1,35 clock hours in 3 consecutive class periods daily	3 quarter units of typewriting, shorthand for secretarial occupations, bookkeeping for accounting occupations, and office machine operation
Pre-employment Laboratory in Office Education	11 or 12	quarters for 450 clock hours in consecutive class periods daily	3 quarter units of typewriting, shorthand for secretarial occupations, bookkeeping for accounting occupations, and office machine operation
MISCELLANEOUS COURSES			
Driver Education Instruction	9-12	1/2 quarters	15 years of age
General Agriculture (non-vocational)	7-12	1 quarter	
General Homemaking (non-vocational)	7-8	45 clock hour minimum	
General Homemaking I-IV (non-vocational)	9-12	1-12 quarters	
Bible	9-12	1, 2, 3 quarters	
Aerospace/Aviation Education I	10-12	1, 2 quarters	None
Aerospace/Aviation Education II	10-12	2 quarters	None
Aerospace/Aviation Education III	11-12	1, 2 quarters	Aerospace Aviation Education II
Aerospace/Aviation Education IV	11-12	2 quarters	Aerospace/Aviation Education III
Fundamentals of the Free Enterprise System	9-12	1 quarter	None

LEGAL PROVISIONS

TEXAS EDUCATION CODE

Sec. 209 IMMUNIZATION

(a) No person may be admitted to any elementary or secondary school or institution of higher education unless he has been immunized against diphtheria, rubeola, rubella, tetanus, poliomyelitis, and smallpox, except as provided in Subsection (c).

(b) Subject to the provisions of Subsection (c) the State Board of Health may modify or delete any of the immunizations in Subsection (a) or may require immunizations against additional diseases as a requirement for admission to any elementary or secondary school or institution of higher education.

(c) No form of immunization is required for a person's admission to any elementary or secondary school or institution of higher education when the person applying for admission submits to the admitting official either of the following:

(1) an affidavit signed by a doctor who is duly registered and licensed under the Medical Practice Act of Texas, in which it is stated that, in the doctor's opinion, the immunization required would be injurious to the health and well-being of the applicant or any member of his family or household; or

(2) an affidavit signed by the applicant or, if a minor, by his parent or guardian stating that the immunization conflicts with the tenets and practice of a recognized church or religious denomination of which the applicant is an adherent or member; provided, however, that this exemption does not apply in times of emergency or epidemic declared by the Commissioner of Health.

(d) The State Department of Health shall provide the required immunizations to children in areas where no local provision exists to provide these services.

(e) A person may be provisionally admitted to an elementary or secondary school or institution of higher education if he has begun the required immunizations and if he continues to receive the necessary immunizations as rapidly as is medically feasible. The State Department of Health shall promulgate rules and regulations relating to the provisional admission of persons to an elementary or secondary school or institution of higher education.

Sec. 13.902 PLANNING AND PREPARATION TIME

(a) Public schools shall be taught for not less than seven hours each day including intermissions and recesses. Each teacher actively engaged in the instruction of children shall have at least one period of not less than 45 minutes within the scheduled school day for planning and preparation.

(b) The implementation of the provisions of this section shall not result in a lengthened school day.

Sec. 16.04 AGE LIMITS FOR FOUNDATION SCHOOL BENEFITS (KINDERGARTEN)

(a) Beginning with the scholastic year 1973-74, any child in this state over 5 and under 21 years of age at the beginning of the scholastic year, who has not yet graduated from high school shall be entitled to the benefits of the Basic Foundation School Program for the ensuing school year. Such eligible child shall be admitted tuition-free to the public school of the district in which he, his parents or legal guardian resides.

(b) Notwithstanding the provisions of Subsection (a) of this section, the program of preschool education shall be extended first to 'educationally handicapped' children as preparation for the regular school program in which such children will participate in subsequent years. For purposes of this section, a child is 'educationally handicapped' if he cannot speak, read, and comprehend the English language or if he is from a family whose income, according to standards promulgated by the State Board of Education, is at or below a subsistence level. The program shall include an appreciation for the cultural and familial traditions of the child's parents and

also an awareness and appreciation of the broader world in which the child must live; assist the child in developing appropriate language skills; prepare the child to participate in the world of his peers and the broader cultural stream into which he will progressively move as he matures; begin the development of the mental and physical skills and cooperative attitudes needed for adequate performance in a school setting; and begin the development of his unique character and personality traits.

(c) The benefits of this program for preschool education may be extended on a first priority basis to 'educationally handicapped' children on a full day program school year basis.

(d) Provided, however, for the school years beginning 1973-74, and through 1976-77 inclusive, a public school kindergarten program shall be offered on a one-half day basis for all other eligible children who become five (5) years of age on or before September 1 of the scholastic year. Such kindergarten program(s) shall be operated on a one-half day basis for Foundation School Program unit eligibility allotment purposes beginning the school year 1973-74. Provided further that any school district may choose to operate a full day program for the first half of the school year for one-half, approximately, of its kindergarten children and operate a full day program the latter half of such year for the remainder of its kindergarten children.

(e) Beginning with the school year 1977-1978 and thereafter, school districts may choose to operate kindergartens on a full day basis for Foundation School Program unit allotment eligibility purposes. Provided further that any school district may choose to operate a full day program for all its kindergarten children for one semester only.

(f) A scholastic is a student in average daily attendance within the age limits prescribed in this section.

Sec. 21.102 PATRIOTISM

The daily program of every public school shall be so formulated by the teacher, principal, or superintendent as to include at least 10 minutes for the teaching of intelligent patriotism, including the needs of the state and federal governments, the duty of the citizen to the state, and the obligation of the state to the citizen.

Section 21.103 TEXAS HISTORY

The history of Texas shall be taught in all public schools in and only in the history courses of all such schools. The course shall be taught for not less than two hours in any one week. The commissioner of education shall notify the different county, city, and district superintendents as to how the course may be divided.

Sec. 21.1031 INSTRUCTION IN FREE ENTERPRISE SYSTEM

(a) All public high schools shall give instruction on the essentials and benefits of the free enterprise system. Instruction shall be given in accordance with the course of study prescribed by the State Board of Education for at least one semester or quarter, equal to one-half unit of credit. The State Board of Education shall prescribe suitable teaching material for the instruction.

(b) As used in this section 'free enterprise' means an economic system characterized by private or corporate ownership of capital goods, by investments that are determined by private decision rather than by state control, and by prices, production, and the distribution of goods that are determined in a free manner.

This act applies beginning with the 1974-75 school year.

Sec. 21.104 PHYSIOLOGY AND HYGIENE

All textbooks on physiology and hygiene purchased in the future for use in the public schools of this state shall include at least one chapter on the effects of alcohol and narcotics. Although physiology and hygiene must be taught in all public schools, any child may be exempted, without penalty, from receiving instruction therein if his parent or guardian presents to the school principal a signed statement that the teaching of disease, its symptoms, development and treatment, and the viewing of pictures or motion pictures on such subjects conflict with the religious teachings of a well-established church or denomination to which the parent or guardian and the child belong.

Sec. 21.106 CONSTITUTION

All public free high schools in this state shall teach and require a course of instruction in the constitutions of the United States and the State of Texas. The course shall be a combined course in both constitutions, and shall be given for at least one-half hour each week in the school year or at least one hour each week for one-half of the school year, or the equivalent thereof. No student shall be graduated from any public free high school in this state who has not passed a satisfactory examination in the course of instruction herein described.

Sec. 21.109 LANGUAGE OF INSTRUCTION

(a) English shall be the basic language of instruction in all schools.

(b) It is the policy of this state to insure the mastery of English by all pupils in the schools; provided that bilingual instruction may be offered or permitted in those situations when such instruction is necessary to insure their reasonable efficiency in the English language so as not to be educationally disadvantaged.

Sec. 21.113 DANGERS OF CRIME AND NARCOTICS

The Central Education Agency shall develop curricula and teaching materials for units of study on the dangers of crime and narcotics. The units of study shall be required for all students each academic year for grades 5 through 12.

Sec. 21.117 PHYSICAL EDUCATION

Instruction in physical education shall be part of the course of instruction and training in the public elementary and secondary schools of the state. The state commissioner of education shall prepare courses of instruction for the public schools of the state for the purpose of carrying out this section.

Sec. 21.119 CONSUMER EDUCATION

(a) The Central Education Agency shall develop curricula and teaching materials for a unit of study in consumer education. The unit shall include study of installment purchasing, budgeting, and price comparison.

(b) Beginning with the 1975-76 school year, any public school in the State may offer consumer education as an optional unit of study.

Sec. 21.451 BILINGUAL EDUCATION: STATE POLICY

The legislature finds that there are large numbers of children in the state who come from environments where the primary language is other than English. Experience has shown that public school classes in which instruction is given only in English are often inadequate for the education of children whose native tongue is another language. The legislature believes that a compensatory program of bilingual education can meet the needs of these children and facilitate their integration into the regular school curriculum. Therefore, pursuant to the policy of the state to insure equal educational opportunity to every child, and in recognition of the educational needs of children of limited English-speaking ability, it is the purpose of this subchapter to provide for the establishment of bilingual education programs in the public schools and to provide supplemental financial assistance to help local school districts meet the extra costs of the programs.

Sec. 21.453 ESTABLISHMENT OF BILINGUAL PROGRAMS

(a) The governing board of each school district shall determine not later than the first day of March, under regulations prescribed by the State Board of Education, the number of school-age children of limited English-speaking ability within the district and shall classify them according to the language in which they possess a primary speaking ability.

(b) Beginning with the 1974-75 scholastic year, each school district which has an enrollment of 20 or more children of limited English-speaking ability in any language classification in the same grade level during the preceding scholastic year, and which does not have a program of bilingual instruction which accomplishes the state policy set out in Section 21.451 of this Act, shall institute a program of bilingual instruction for the children in each language classification commencing in the first grade, and shall increase the program by one grade each year until bilingual instruction is offered in each grade up to the sixth. The board may establish a program with respect to a language classification with less than 20 children.

NOTE: The two sections quoted above concerning bilingual education are taken from Subchapter L, Chapter 21, Texas Education Code, as amended by the 63rd Texas Legislature, 1973. For all legal provisions governing bilingual education, see that subchapter.

GOALS FOR PUBLIC SCHOOL EDUCATION IN TEXAS

I. STUDENT DEVELOPMENT

The public schools should help each student to develop personal knowledge, skills, and competence to maximum capacity, and to learn behavior patterns which will make each a responsible member of society. In terms of their individual ability, all students should achieve:

A. Intellectual Discipline

1. Knowledge of the traditionally accepted fundamentals, such as reading, writing and arithmetic in the early elementary grades, accompanied by studies in higher mathematics, science, history, English and other languages, as they progress through the upper grades. These should be accompanied by a wide variety of optional courses.
2. Skill in the logical processes of search, analysis, evaluation, and problem solving.
3. Competence and motivation for continuing self-evaluation, self-instruction, and adaptation to a changing environment.

B. Economic and Occupational Competence

1. Knowledge of the fundamental economic structure and processes of the American system and of the opportunities for individual participation and success in the system.
2. Occupational skills appropriate to entry and advance in the economic system and/or a basic preparation for acquisition of the basis of a professional skill through post high school training.
3. Competence in the application of economic knowledge to practical economic functions such as planning and budgeting for the investment of personal income, calculating tax obligations, financing major purchases, and obtaining desirable employment.

C. Citizenship and Political Understanding and Competence

1. Knowledge about comparative political systems with emphasis on democratic institutions, the American heritage, and the responsibilities and privileges of citizenship.
2. Skill for participating in the processes of public and private political organizations and for influencing decisions made by such organizations.
3. Competence in judging the merits of competing political ideologies and candidates for political position.

D. Physical and Environmental Health, and Ecological Balance

1. Knowledge about the requirements of personal hygiene, nutritional consumption, and physical exercise essential to the maintenance of personal health. Knowledge about the dangers to health from addiction to harmful practices or consumption of harmful materials.
2. Skill in sports and other forms of recreation which will permit life-long enjoyment of physical exercise.
3. Competence in recognizing and preventing environmental, ecological, and health problems.

E. Appreciation of Culture, Language and Life Style Diversities and Their Corresponding Aesthetic Values

1. Knowledge of the art, music, literature, drama, and other culturally related forms of various culture groups and their contributions.
2. Knowledge and competence in at least one of the major languages of the state other than English and an understanding of bilingualism.

F. Competence in Personal and Social Relations

1. Knowledge about basic psychological, sociological, and cultural factors affecting human behavior.
2. Skill in interpersonal and group relations, and in formation of ethical and moral standards of behavior.
3. Competence for adjusting to changes in personal status and social patterns.

G. Use of Leisure Time

Competence and skill in creative and responsible use of leisure time.

II. ORGANIZATIONAL EFFICIENCY

The Public School System of Texas should be organized and operated so that the public, faculty, and students will accept and support its objectives and processes.

A. The learning process should take into consideration the personal goals of every student and should be designed so that each can achieve the educational standards of the system and be encouraged to remain in school until ready for a post-high school career.

B. Professional faculty members should be consulted in the decision-making processes for implementing the educational goals of the system and determining the environmental conditions in which they work.

C. The personnel program of recognition and rewards should be designed to attract and retain highly competent people.

D. The educational system should be organized and conducted so as to achieve maximum cost-benefit results from efficiencies in process and economies of scale within size limitations which will make units of the system responsive and accountable to parents and citizens.

III. ACCOUNTABILITY

A program of continuing planning and evaluation should be established for measuring the performance of the public school system in terms of the competence of its staff, the performance of its pupils, and the efficiency of its structure and processes.

Spring 1973

Texas Education Agency

Adopted October 3, 1970
Revised April 14, 1973
The State Board of Education

SPECIAL SECTION

This section of the guide includes a number of documents that a district may wish to consider using as parts of its self-evaluation study or in its day-to-day operation. These various documents have been specifically developed or modified for inclusion in this publication. You are encouraged to use those documents that may be beneficial to your district.

PROGRESSION OF OBJECTIVE: FROM STATE GOALS TO INDIVIDUAL STUDENT OBJECTIVES. This model presents a simple format to use in translating state educational goals into classroom instructional objectives.

COMMUNITY SURVEY SERVICE. Project Insight is a computerized system for continuous polling of opinions and attitudes about a school district. It serves as an excellent vehicle for local district needs assessment and planning.

STUDENT SURVEY. Two student survey instruments are included in this section. The first instrument is the Classroom Environment Scale which looks at four areas of classroom environment. The second document is a brief sample questionnaire that may be requested of graduating seniors to gather their perceptions of the school.

JOB DESCRIPTION FORMATS. Two distinctly different job description formats are presented for possible use in advertising for job openings or for describing existing job responsibilities and qualifications.

PERSONNEL EVALUATION. Two lists of competencies are presented for possible use in personnel evaluation.

DISTRICT SELF-ASSESSMENT PROFILE. This form is an essential part of the district self-study and should be completed as the Principle and Standards section of the guide is completed.

DISTRICT PLANNING FORM. The completion of this form should be the culminating activity in the district self-evaluation.

PROGRESSION OF OBJECTIVE: FROM STATE GOALS TO INDIVIDUAL STUDENT OBJECTIVES

OBJECTIVES--MATHEMATICS SKILLS

(Simplified)

STATE GOAL

State education must assure the acquisition of basic communication, computation and inquiry skills to the fullest extent possible for each student. Students should be able to demonstrate the ability to handle mathematical operations and concepts.

DISTRICT OBJECTIVE

(One of a series of district mathematics objectives)

By the time they complete their junior high school experience, students will demonstrate their ability to add, subtract, multiply, and divide whole numbers, fractions, and decimals with at least 70% accuracy.

DECISION: Did at least 90% of the students accomplish this objective? If not, what program revisions are suggested?

INDIVIDUAL SCHOOL OBJECTIVE

For each appropriate math objective, each individual school will develop:

1. At list of at least three resources (texts, filmstrips, etc.) to help students learn the indicated skill.
2. A test to tell how much the students already know before instruction begins.
3. At least two different ways for students to learn the skill.
4. A test to show whether or not students have mastered the skill.

DECISION: Were the indicated materials prepared and were students in that building successful in meeting the district objective? Were some materials or methods of instruction more effective than others? Based on this information, how might the program be improved?

ELEMENTARY CLASSROOM OBJECTIVE

(beginning steps to accomplish the district objective)

The students in Mrs. X's first grade will demonstrate their ability to:

Add and subtract basic facts through 20
Count at least 25 objects
Count to 100
Tell time to the half-hour

DECISION: Did at least 90% of Mrs. X's students accomplish this objective? What materials and instructional methods were most successful? What might be done to help those students who were not successful?

ELEMENTARY STUDENT OBJECTIVE

(a student who works at a normal rate of speed in developing math skills)

Lori T., a first grade student, will demonstrate her ability to:

Add and subtract basic facts through 20
Count at least 25 objects
Count to 100
Tell time to the half-hour

DECISION: Did Lori accomplish this objective? What materials and instructional methods were especially successful for her? What might be done to help Lori be more successful in future situations?

ELEMENTARY STUDENT OBJECTIVE

(a student who develops math skills at a slower-than-normal rate)

Jimmy B., a first grade student, will demonstrate his ability to:

Add and subtract basic facts through 10
Count to 50
Count at least 10 objects
Tell time to the nearest hour

DECISION: Same as for student indicated above.

ELEMENTARY STUDENT OBJECTIVE

(a student who develops math skills at a faster-than-normal rate)

Marvin N., a first grade student, will demonstrate his ability to:

Add and subtract two-digit problems such as 37--22
Count by 2's and 5's to 100
Tell time to the quarter-hour
Solve story problems at his level

DECISION: Same as for student indicated above.

COMMUNITY SURVEY SERVICE

PROJECT INSIGHT

A Continuous Patron Opinion Polling Program

This program is a computerized system for continuous polling of opinions and attitudes of school district patrons that was developed and tested during the 1970-71 school year by Region XX Education Service Center. It is now available to other school districts and Service Centers in the state.

The basic plan of this program involves naming a panel of school district patrons to serve as responders to mail questionnaires sent to them three times during the school year. The panel is made up of school district patrons chosen at random.

A further aspect of the program allows for polling staff members of the districts.

The rationale behind the development of this program was to provide school districts with a low cost and efficient continuous mail patron opinion polling system that will yield data which school boards and administrators can use in evaluating school programs, future activities, district sentiments, and educational planning in general. The plan provides a patron and staff feedback mechanism ... an essential element in school communications today.

PROJECT INSIGHT POLLING PROCEDURES

1. School district supplies ESC XIII with precinct voter registration lists. In case of precincts only partly in the district, persons outside the district's boundaries must be noted.

NOTE

Other types of listings may also be used ... e.g., lists of parents by schools.

2. ESC XIII staff will handle selection of random sampling of voters to be invited to participate in the polling program. The voters will be sent a letter inviting them to serve on a panel of responders which will receive questionnaires during the year. ESC XIII will mail the invitations to persons selected and collect their answers. Invitations will have self-addressed response cards for persons to respond on.

3. School district staff will indicate to ESC XIII the questions to be posed (limit of 36 per questionnaire). ESC XIII staff and a polling consultant will prepare questions for poll, show final results to district personnel and print questionnaire following agreement on content.

4. Persons on the panel will receive three questionnaires during the year (limit of 108 questions). Tabulation of the results of each poll will be the responsibility of ESC XIII. Districts will receive three computer printouts of each of the three polls, plus a printed report on each (50 copies of each printed report).

   The Insight Program allows for cross tabulations of four questions with any other eight questions in each poll. For example, if one question asks if persons are parents, the program will break down the answers of the parents and the non-parents in eight other questions. This would also be the case for property owners and non-property owners, persons who voted in the last election and those who have not, and other groups as found needed by the school district. The program will also administer a test of significant differences (chi-square) in each of these cases to determine if answers of the various groups are meaningfully different.

5. Included in the package is a professional staff poll calling for a questionnaire packet being distributed to staff members in the district. The district will be responsible for the internal delivery of this poll.

At end of the year, the district will have results of three polls taken of the panel of responders, plus the poll of the staff.

THE INSIGHT QUESTIONNAIRE

In carrying out the program, members of the panel receive three questionnaires during the year. Each questionnaire consists of a packet which includes:

1. The questions. These are questions prepared by the district with help from ESC XIII. Each question can have up to five possible responses. This part of the questionnaire packet also contains the instructions.

2. The answer sheet. A white sheet numbered with response columns that correspond to the questionnaire part. The answer sheet has been prepared with special care given to readability, and ease of use.

3. Each packet also contains a color coded supplementary answer form. Responders are asked to use this sheet to write down any questions or concerns they have about the school district which they feel are not covered in the prepared questionnaire. These supplementary sheets, which are turned over to the district for review and evaluation, provide a means of finding new situations of concern to patrons, and also provide data for future questionnaires.

4. The fourth part of the packet is a self-addressed, stamped envelope for the responders to return the computer answer sheet and the supplementary answer sheet. The materials will be returned directly to ESC XIII.

INVITATION TO MEMBERSHIP ON THE PANEL

Persons are invited to participate on the panel of responders by means of a letter sent out over signature of the superintendent and/or board members, special committee members, etc. Each letter has a self-addressed response card with stamp to mail back to the Service Center.

RESPONSIBILITIES OF ESC XIII UNDER THE INSIGHT PROGRAM

1. Select a sample of registered voters and invite these persons by mail to become members of a panel of responders. Those joining the panel will receive the three questionnaires sent out during the year.

2. Develop and print questionnaires to send to members of the panel.

3. Coordinate the processing of the answers and give district three computer printouts on results. Printouts will include chi-square test.

4. Prepare and print summary report of each poll--supplying district with 50 copies of each.

5. Prepare questionnaire packets for teacher poll and deliver to district office for distribution and collection. Center will coordinate the processing of the answer sheets, and supply district with computer printouts and printed summaries of the poll.

6. Provide the district with a final printed overall report on all four polls.

SCHOOL DISTRICT RESPONSIBILITIES UNDER THE INSIGHT PROGRAM

The district will supply the Center with a listing of registered voters in the district, eliminating those who do not reside in the district's boundaries. These are precinct listings of voters, as supplied to the district by the county. The district will also name a liaison person to work with the Center in the program, supply blank letterheads for the first letter of invitation, supply the basic questions to be posed to panel members, and handle distribution and collection of staff poll.

STUDENT SURVEY

The following list is the scoring key for the Classroom Environment Scale. An item listed as "true" (+) is scored 1 point if marked "true" by the individual taking the scale, and an item listed as "false" (-) is scored 1 point if marked "false." The total subscale score is simply the number of items answered in the scored direction.

INVOLVEMENT

- \- Very few students take part in class discussions or activities.
- \+ Students put a lot of energy into what they do here.
- \- A lot of students "doodle" or pass notes.
- \+ Students sometimes present something they've worked on to the class.
- \- Students daydream a lot in this class.
- \- A lot of students seem to be only half awake during this class.
- \- Students are often "clock-watching" in this class.
- \+ Most students in this class really pay attention to what the teacher is saying.
- \+ Students sometimes do extra work on their own in this class.
- \+ Students really enjoy this class.

TEACHER SUPPORT

- \+ The teacher takes a personal interest in students.
- \- Sometimes the teacher embarrasses students for not knowing the right answer.
- \- This teacher "talks down" to students.
- \- This teacher spends very little time just talking with students.
- \+ The teacher is more like a friend than an authority.
- \+ If students want to talk about something this teacher will find time to do it.
- \+ This teacher wants to know what students themselves want to learn about.
- \- This teacher does not trust students.
- \+ The teacher goes out of his way to help students.
- \- Students have to watch what they say in this class.

COMPETITION

- \+ Some students always try to see who can answer questions first.
- \+ A student's grade is lowered if he gets homework in late.
- \- Grades are not very important in this class.
- \+ Students try hard to get the best grade.
- \+ Students have to work for a good grade in this class.

COMPETITION (CONTINUED)

- Students don't feel pressured to compete here.
- Students here don't care about what grades the other students are getting.
+ Sometimes the class breaks up into groups to compete with each other.
- Students usually pass even if they don't do much.
- Students don't compete with each other here.

ORDER AND ORGANIZATION

+ The teacher hardly ever has to tell students to get back in their seats.
- The teacher often has to tell students to calm down.
+ Assignments are usually clear so everyone knows what to do.
+ This is a well-organized class.
+ Students are almost always quiet in this class.
- The class hardly ever starts on time.
+ Activities in this class are clearly and carefully planned.
- Students fool around a lot in this class.
- This class is often in an uproar.
+ Students don't interrupt the teacher when he's talking.

STUDENT QUESTIONNAIRE

This brief questionnaire is presented to you as a graduating senior to provide you an opportunity to participate in an evaluation study of your school district. You are requested to be open and frank in your responses so the school may make changes based upon your input.

1. Upon graduation I plan to (circle one or more answers) (1) remain in the community, (2) move to a nearby community, (3) attend college, (4) go to work, (5) get married, (6) other(s)_____

2. Indicate the extent to which you feel this school has prepared you for the choice(s) you indicated above.

(1)	(2)	(3)	(4)	(5)
Extremely Well	Very Well	Average	Below Average	Poorly Prepared

3. Identify the courses you have taken that you feel have best prepared you for your immediate future._____

_____

_____

_____

4. Identify courses that you would like to have taken but were unable to do so because the school did not offer them or they could not be worked into your schedule._____

_____

_____

5. Identify courses that you have taken that presently appear to have been of little benefit to you._____

_____

_____

6. If you had the opportunity to start school over again, what would you do differently?

_____

_____

_____

7. If you could change this school, what would be your first suggested changes?_____

_____

_____

8. Based upon your personal experiences in this school please rate the instructional program on the following scale.

(1)	(2)	(3)	(4)	(5)
Extremely Good	Good	Average	Below Average	Poor

9. Based upon your personal observations how would you rate the school facilities (buildings, grounds, athletic fields, etc.) on the following scale.

(1)	(2)	(3)	(4)	(5)
Extremely Good	Good	Average	Below Average	Poor

10. Please complete the following statement in any manner you feel it should be completed. A school should be _____

_____

_____

_____

_____

_____

_____

JOB DESCRIPTION FORMATS

*SAMPLE

TITLE: Teacher

QUALIFICATIONS: As set by state certification authorities

REPORTS TO: Principal

SUPERVISES: Teacher Aide and Volunteers Assigned

JOB GOAL: To help students learn subject matter and/or skills that will contribute to their development as mature, able, and responsible men and women.

PERFORMANCE RESPONSIBILITIES:

1. Plans a program of study that, as much as possible, meets the individual needs, interests, and abilities of students.
2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
3. Guides the learning process toward the achievement of curriculum goals and--in harmony with the goals--establish clear objectives for all lessons, units, projects, and the like to communicate these objectives to students.
4. Employs instructional methods and materials that are most appropriate for meeting stated objectives.
5. Assesses the accomplishments of students on a regular basis and provides progress reports as required.
6. Diagnoses the learning disabilities of students on a regular basis, seeking the assistance of district specialists as required.
7. Counsels with colleagues, students, and/or parents on a regular basis.
8. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.
9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department head, evaluates their job performance.
10. Strives to maintain and improve professional competence.
11. Attends staff meetings and serves on staff committees as required.

TERMS OF EMPLOYMENT: Ten, eleven, or twelve month year. Salary and work year to be according to the current schedule.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Approved by: _____ Date: _____

Reviewed and agreed to by: _____ Date: _____
(Incumbent)

*National School Boards Association, Job Descriptions in Education, District Manual.

*SAMPLE

POSITION GUIDE & SPECIFICATIONS FOR

MIDDLE SCHOOL PRINCIPAL

_____ INDEPENDENT SCHOOL DISTRICT*

I

Position Guide

This position guide is intended to present an optimum view and is designed to give the applicant a clear idea of the kinds of qualities most desirable and to give the school district a 'measuring stick' which may be used to evaluate each applicant.

A. Procedure for applying:

All applications should be addressed to:

There are to be no formed applications. Therefore, each applicant should use his/her judgment as to the format. The applicant is encouraged to provide as much pertinent information as possible.

Applications will be received until _____. All applicants will be considered very carefully. Each applicant will be contacted if it is felt that his/her qualifications warrant a personal interview. Each applicant will receive notification when the position has been filled. The selection will be made _____.

B. Middle School Description:

Facilities

_____ Middle School Facilities are located two blocks west of North Main on Johns Road.

The campus is on 8-3/4 acres which consists of five buildings: 1. Main Building (Principal's Office, Auditorium, Library, Seven Classrooms, Office Duplication Lab, and Science Lab), 2. Gymnasium (Boys and Girls Locker Rooms, One Classroom, Storerooms, and Physical Education Officer), 3. Annex (Four Classrooms, Teachers Lounge, and Special Education Room), 4. Shop (C.V.A.E. Shop and Art Classroom), and 5. Band Hall. Also included are three parking areas and football field.

The Middle School growth has been continuous from 1972-73, with 372 students, to 1974-75, with 420 students, which is a growth rate of 12%. This growth has caused problems due to the lack of classroom facilities and consequent overcrowdedness. There are not enough individual lockers to go around thus the students have to share lockers which tends to add to the congestion in the halls.

*Mr. Barry Jackson, Superintendent, Boerne, Texas.

Professional Staff

The Middle School consists of sixteen teachers, all certified in their respective fields, with an average age of thirty six. All are quite responsible and conscientious professionals performing their educational duties for the betterment and enrichment of the pupils and community.

As part of Professional Growth, within a three year period, a teacher must: 1. complete a three hour college course or; 2. complete forty-five clock hours of workshops, conferences, and meetings or; 3. audit a course (with certain provisions); or 4. travel for educational purposes in the United States or abroad.

Electives

Other than the required curriculum, the Middle School offers a wide variety of electives to the student body. Some of the electives include Outdoor Education, Speech, C.V.A., Shop and Office Duplication, Reading, Spanish, Band and Art. There is a wide variety of extra-curricular activities (football, basketball, track and school clubs).

C. Information about the school district--attachments

D. Professional Qualities and Experiences:

1. Have an earned Masters degree and/or a valid Texas Teaching and Administrative Certificate.
2. Have experience in the field of education as a classroom teacher or administrator in the Middle School grades.
3. Is active in professional organizations.
4. Have the ability to be the instructional leader of the school.
5. Have demonstrated the ability to be a self-starter.

E. Personal Qualities and Achievement:

1. Have practicing knowledge of human relations.
2. Have proven him/her-self to be a good family man/woman.
3. Have been active in civic affairs.
4. Is able to maintain composure in difficult situations.
5. Is able to communicate in writing and verbally.
6. Is able to secure and hold the confidence of those with whom he/she works with and for.
7. Has proven ability to employ good judgment.
8. Possesses a sense of humor.

II

Job Specifications

A. Term of Service:

The Middle School Principal will begin work on or about _____ and be given a contract ending _____. The position will require the employee to work eleven months.

B. Salary:

The first contract period _____ - _____ will depend on the individual's experience, age and quality.

C. Job Description:

SPECIFIC DUTIES

1. He shall be the administrative officer of his individual plant, charged with the responsibility of initiating the administrative policies and aims as presented to him by the Superintendent.

2. He shall be charged with the responsibility of recommending to the superintendent the type of teacher needed to fill a vacancy, or re-assign a teacher where the teacher's individual aptitudes can be used to the best advantage of the students in that plant.

3. He shall develop a well-rounded educational environment in which a student can be happy, make adequate progress toward a desired goal, and one in which each teacher can do his or her best work toward helping her or his students make progress.

4. He shall be in charge of the physical appearance of his school plant, and shall recommend to the superintendent anything he might deem necessary to improve it.

5. He shall keep all records and make reports or studies as required by the Texas Education Agency, the superintendent, and the Board of Trustees.

6. He shall develop grading systems to conform with general standards of the school system.

7. He shall have the opportunity to recommend or not recommend any employee under his jurisdiction to the superintendent and Board. It shall be his duty to follow due process when not recommending a teacher for re-election.

8. The principal shall clearly understand that the physical appearance of his plant, the well-being of the students, and the educational achievements are his immediate responsibilities. He shall feel free to seek the advice and counsel of the superintendent in matters pertaining to the above mentioned items.

9. He shall be responsible for all administrative details relating to the custodians and their work.

10. He shall keep the superintendent completely and continuously informed as to the condition of the school and its activities.

11. He shall be the instructional leader on his campus and shall appraise and evaluate the curriculum and instructional program.

12. He shall maintain good human relations.

13. To perform other duties as may be assigned by the Superintendent.

PERSONNEL EVALUATION

GENERAL COMPETENCY SPECIFICATIONS FOR CLASSROOM TEACHERS

1. Assessing Student Needs

> The teacher demonstrates proficiency in diagnosing and assessing the learning needs of individual students.

2. Planning for Instruction

> The teacher develops plans for the implementation of the instructional program for his specific assignment in accordance with school district guidelines regarding courses of study.

3. Conducting Instruction

> The teacher demonstrates competency in implementing the instructional program in such a way as to provide meaningful learning experiences for each student.

4. Conducting Non-Instructional Activities

> The teacher performs effectively non-instructional tasks as an aid to accomplishing the goals and objectives of the instructional program and the overall operation of the local school.

5. Interacting with Students

> The teacher interacts effectively with the student to promote a positive attitude on the part of the student toward the learning program.

6. Interacting with Colleagues

> The teacher contributes to a positive atmosphere in which all constituents cooperate to provide an environment conducive to maximum learning for each student.

7. Interacting with Community Members

> The teacher develops positive school-community relations which promote understanding and acceptance of the total school program.

8. Developing Personal Skills

> The teacher assumes responsibility for acquiring those leadership and teaching skills necessary for fulfilling his assigned duties.

GENERAL COMPETENCY SPECIFICATIONS FOR ADMINISTRATORS

1. Developing the Curriculum

> The administrator, receiving input from a broad base of school and community sources, develops school unit goals and objectives to guide instruction.

2. Providing Staff for Instruction

> The administrator develops job descriptions and specifications; assists in recruiting and selecting staff; allocates personnel to accomplish instructional goals. The administrator recommends staff for employment, re-employment, promotion, or dismissal.

3. Providing Facilities for Instruction

> The administrator surveys needs and develops specifications for space and equipment requirements to accomplish a variety of instructional needs; he allocates facilities accordingly.

4. Organizing for Instruction

> The administrator coordinates course offerings, student groupings, time schedules, and space requirements for achievement of instructional goals.

5. Providing Instructional Materials

> The administrator inventories the changing needs for instructional materials; directs identification and selection of materials that are best suited to instructional goals; assists in the development or modification of materials that are not commercially available.

6. Evaluating Instruction

> The administrator assesses instructional accomplishments on the basis of previously established goals. The administrator develops procedures for disseminating evaluative data to students, staff, and the public.

7. Providing for In-Service Professional Growth

> The administrator leads in planning and scheduling in-service activities for staff by relating performance data to school goals. The administrator leads in-service training sessions for teachers and guides individual teachers toward specific in-service activities in areas of demonstrated needs.

8. Providing Management Services

> The administrator processes a variety of information and promotes smooth information flow by preparation of ordinary and special reports, handling correspondence, writing bulletins, evaluating attendance data, counting and banking ordinary and special school bonds.

9. Supervising Non-Instructional Personnel

> The administrator develops job descriptions and specifications for non-instructional personnel, recruits and interviews, and supervises such personnel on a regular basis.

10. Providing Special Pupil Services

> The administrator inventories the changing student needs for non-instructional services to accomplish instructional goals. These include organization of extracurricular activities, discipline, and safety procedures.

11. Developing School-Community Relations

> The administrator interfaces with the community, explaining instructional policies and procedures, reporting instructional problems and achievements to the school constituency. The administrator communicates to the professional staff the feelings and desires of the school constituency.

In preparing the "GENERAL COMPETENCY SPECIFICATIONS FOR ADMINISTRATORS" I am particularly grateful to Professor Kenneth McIntyre, Department of Educational Administration, University of Texas at Austin. His instruction, insights, and cooperation are greatly appreciated.

DISTRICT SELF-ASSESSMENT PROFILE

The district responses to the individual standards in the body of this guide should be transposed to this profile chart. Any standard which has been rated less than a "3" should be circled in red. This should provide district personnel a means for identifying the significant areas of weaknesses that require immediate attention.

STANDARDS	PRINCIPLE I	PRINCIPLE II	PRINCIPLE III	PRINCIPLE IV	PRINCIPLE V	PRINCIPLE VI	PRINCIPLE VII	PRINCIPLE VIII	PRINCIPLE IX	PRINCIPLE X	PRINCIPLE XI
	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D
1	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D
2	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D
3	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D
4	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D
5	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D
6	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D
7	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D
8	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D
9	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D
10	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D
11	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D			1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D
12	1 2 3 4 5 C D				1 2 3 4 5 C D	1 2 3 4 5 C D			1 2 3 4 5 C D	1 2 3 4 5 C D	1 2 3 4 5 C D
13	1 2 3 4 5 C D					1 2 3 4 5 C D				1 2 3 4 5 C D	
14	1 2 3 4 5 C D					1 2 3 4 5 C D					
15	1 2 3 4 5 C D					1 2 3 4 5 C D					
16	1 2 3 4 5 C D					1 2 3 4 5 C D					
17	1 2 3 4 5 C D					1 2 3 4 5 C D					
18	1 2 3 4 5 C D					1 2 3 4 5 C D					
19	1 2 3 4 5 C D					1 2 3 4 5 C D					
20	1 2 3 4 5 C D					1 2 3 4 5 C D					
21	1 2 3 4 5 C D					1 2 3 4 5 C D					
22						1 2 3 4 5 C D					
23						1 2 3 4 5 C D					
24						1 2 3 4 5 C D					
25						1 2 3 4 5 C D					

DISTRICT PLANNING FORM

The _____ School District has completed a self-evaluation as described in this guide. This form should be used to list those identified problems or weaknesses from the preceding district profile form.

IDENTIFIED PROBLEMS OR WEAKNESSES	PROPOSED ACTIVITIES TO ADDRESS THE PROBLEM	TIME SEQUENCE	BUDGET REQUIREMENTS

PARTICIPANT EVALUATION PROFILE ON THE SCHOOL
SELF-EVALUATION STUDY

INSTRUCTIONS: YOU HAVE COMPLETED YOUR WORK ON THE SELF EVALUATION STUDY OF YOUR SCHOOL. YOU ARE REQUESTED TO RESPOND TO THIS DOCUMENT TO EVALUATE THOSE PRINCIPLES AND STANDARDS IN THE STUDY ON WHICH YOU WORKED. PLEASE RATE EACH OF THE 11 STATE PRINCIPLES ON WHICH YOU WORKED DURING THIS STUDY ON A 1 TO 5 SCALE (1 low, 5 high) ON EACH OF THE SIX CRITERIA BELOW. PLEASE CIRCLE YOUR RESPONSES.

CHECK YOUR POSITION TEACHER__, STUDENT__, ADMINISTRATOR__, BOARD MEMBER__, CITIZEN__	RELEVANCE-WERE THE PURPOSES OF THIS SECTION CLEAR AND MEANINGFUL TO YOU	IMPORTANCE-HOW IMPORTANT WAS THIS SECTION IN TERMS OF PROGRAM IMPROVEMENT	SCOPE-WAS THE SCOPE OF THIS STUDY BROAD ENOUGH TO LOOK AT THE RELEVANT AND SIGNIFICANT ELEMENTS OF YOUR SCHOOL	CREDIBILITY-WERE YOUR RESPONSES BASED ON VALID, RELIABLE, OBJECTIVE DATA	TIMELINESS-WERE THE PURPOSES OF STUDY TIMELY FOR YOU AND FOR THE SCHOOL	PERVASIVENESS-CAN THE FINDINGS OF THIS STUDY BE READILY ACTED UPON TO IMPROVE THE SCHOOL
PRINCIPLE AND STANDARDS PLEASE RESPOND TO ONLY THOSE SECTIONS OF THE GUIDE ON WHICH YOU WORKED	1 2 3 4 5 LOW HIGH	1 2 3 4 5 LOW HIGH	1 2 3 4 5 LOW HIGH	1 2 3 4 5 LOW HIGH	1 2 3 4 5 LOW HIGH	1 2 3 4 5 LOW HIGH
1. _____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. _____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. _____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. _____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. _____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. _____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7. _____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8. _____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9. _____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10. _____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11. _____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

PARTICIPANT EVALUATION PROFILE ON THE
SCHOOL SELF EVALUATION STUDY
EFFICIENCY CRITERION

INSTRUCTIONS: PLEASE COMPLETE THIS FORM WITH THE MOST ACCURATE DATA AVAILABLE: THE SUPERINTENDENT OR HIS DESIGNEE SHOULD COMPILE INFORMATION ABOVE THE DOTTED LINE. THE BOTTOM PORTION OF THIS FORM PROVIDES AN OPPORTUNITY FOR THE SUPERINTENDENT, BOARD MEMBERS, TEXAS EDUCATION AGENCY ACCREDITATION PERSONNEL, AND OTHER INTERESTED INDIVIDUALS TO EVALUATE THE EFFICIENCY OF THE STUDY AND THE GUIDE.

. APPROXIMATE NUMBER OF SCHOOL PERSONNEL HAVING PARTICIPATED IN THIS STUDY _____

. PERCENTAGE OF TOTAL PERSONNEL THE FIGURE ABOVE REPRESENTS _____%

. APPROXIMATE NUMBER OF MAN DAYS DEVOTED TO THIS TOTAL EFFORT _____

. APPROXIMATE DAILY SALARY AVERAGE OF SCHOOL PERSONNEL $_____

*TOTAL PERSONNEL $_____

. TOTAL NUMBER OF SUBSTITUTES REQUIRED TO RELEASE PARTICIPATING TEACHERS _____

. DISTRICT SUBSTITUTE PAY RATE $_____

*TOTAL RELEASED TIME COSTS $_____

. OUTSIDE CONSULTANT COSTS *CONSULTANT(S) $_____

. SUPPLIES AND MATERIALS *SUPPLIES/MATS. $_____

. MISCELLANEOUS EXPENSES *MISC. EXPENSES $_____

*TOTAL COST $_____

THE TOTAL COST FIGURE REPRESENTS _____% OF THE TOTAL ANNUAL DISTRICT BUDGET

. THE PERSONNEL TIME DEVOTED TO THIS STUDY WAS (PERSONNEL INVOLVEMENT)	LITTLE VALUE TO THE DISTRICT 1	2	AVERAGE VALUE 3	4	GREAT VALUE TO THE DISTRICT 5
. THE PERSONNEL TIME DEVOTED TO THIS STUDY WAS (AMOUNT OF TIME)	TOO LITTLE 1	2	ABOUT RIGHT 3	4	TOO MUCH 5
. THE TOTAL COST FOR THE SELF-STUDY	CANNOT BE JUSTIFIED 1	2	JUSTIFIABLE 3	4	WELL JUSTIFIED 5
. THE ADMINISTRATOR'S GUIDE FOR SCHOOL DISTRICT SELF EVALUATION WAS	UNSATISFACTORY FOR THIS STUDY 1	2	SATISFACTORY 3	4	HIGHLY SATISFACTORY 5
. COMPARED TO OTHER EVALUATION GUIDES PREVIOUSLY USED THIS GUIDE WAS	LESS THAN COMPARABLE 1	2	COMPARABLE 3	4	HIGHLY COMPARABLE 5

SUGGESTED PROCEDURES FOR CONDUCTING
SCHOOL SELF-EVALUATION

	BEGINNING DATE	ESTIMATED TIME TO COMPLETE
-- Organize for Self-Evaluation		
1. Orient board and receive approval	_____	_____
2. Appoint a self-evaluation coordinator	_____	_____
3. Order or select materials for self-evaluation	_____	_____
4. Orient administration	_____	_____
5. Select and organize steering committee	_____	_____
6. Assign staff to various task force groups	_____	_____
7. Orient entire staff	_____	_____
8. Develop project schedule	_____	_____
9. Orient students and community	_____	_____
-- Complete Philosophy, History, and Goals Section of Self-Evaluation		
1. Develop philosophy and receive board approval	_____	_____
2. Develop district history	_____	_____
3. Review State Goals	_____	_____
4. Develop District Goals involving staff, students, and community and receive board approval	_____	_____
5. Disseminate philosophy, history, and goals to all members of task force groups, students and community	_____	_____
-- Complete Principles and Standards Section of Self-Evaluation		
1. Principle I -- Community and Student Data	_____	_____
2. Principle II -- Constitutional and Statutory Provisions	_____	_____
3. Principle III -- Board Functions	_____	_____
4. Principle IV -- Board-Administration Relations	_____	_____
5. Principle V -- Administrative Regulations	_____	_____

	BEGINNING DATE	ESTIMATED TIME TO COMPLETE
6. Principle VI -- Instructional Program		
a. Instructional Program Descriptions		
b. Program Goal, Objectives, Activities & Evaluation Sections		
7. Principle VII -- Personnel		
8. Principle VIII -- Teaching Methodology and Resources		
9. Principle IX -- Classroom Units		
10. Principle X -- School Facilities		
a. Facilities Survey Forms		
11. Principle XI -- Total Program		
-- Complete All Sections of Self-Evaluation		
1. Monitor work of task force groups		
2. Provide assistance to task force groups		
3. Collect results in prescribed format		
4. Itemize identified problems or weaknesses from each Principle Section on District Planning Form		
5. Chart district standard ratings on District Self-Assessment Profile		
-- Analyze Results of Self-Evaluation		
1. Compare findings with district goals		
2. Develop activities to address identified problems and weaknesses		
3. Develop a time sequence to complete activities		
4. Estimate costs for completing activities		
5. Adoption of improvement plans by board		
6. Evaluation of the self-evaluation process		
7. Dissemination of results of self-evaluation to community, staff, students, and the Division of Accreditation of the Texas Education Agency		